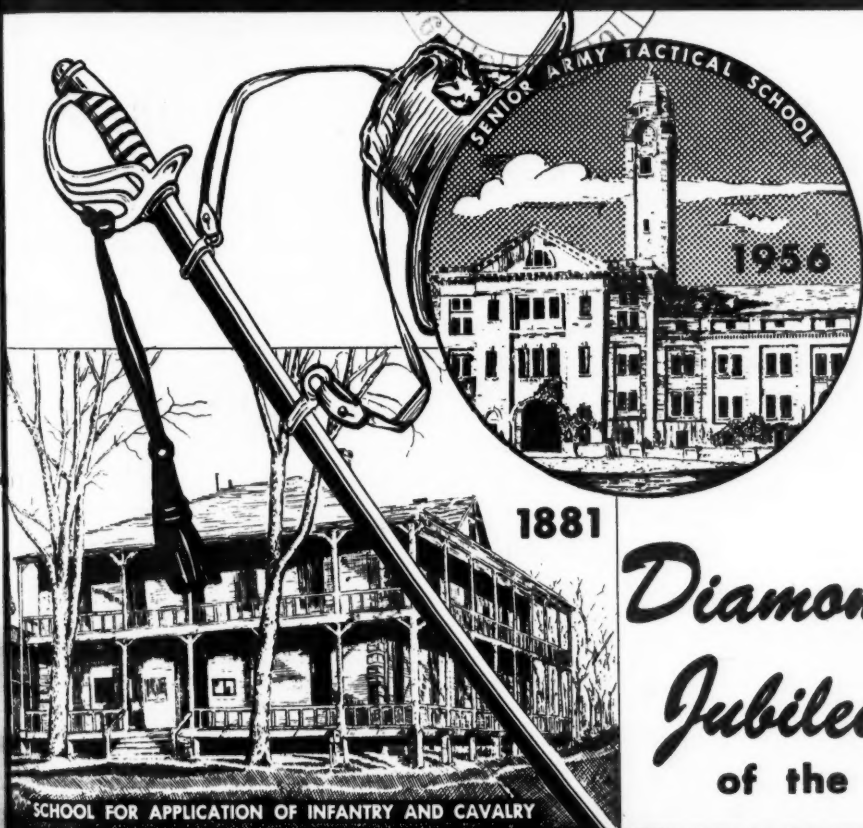


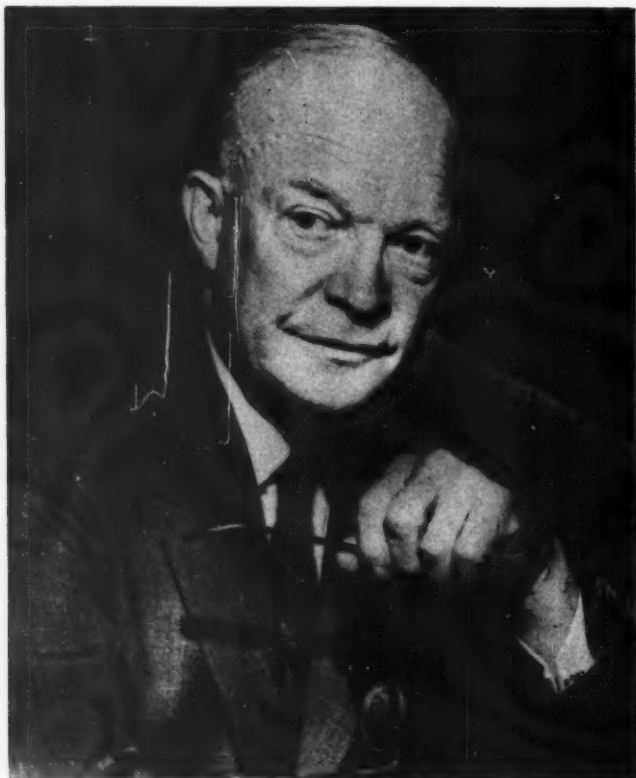
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*Diamond
Jubilee*
of the

**COMMAND AND GENERAL
STAFF COLLEGE**



President Dwight D. Eisenhower
Graduated from the Command and General Staff College in 1926

* * * * *

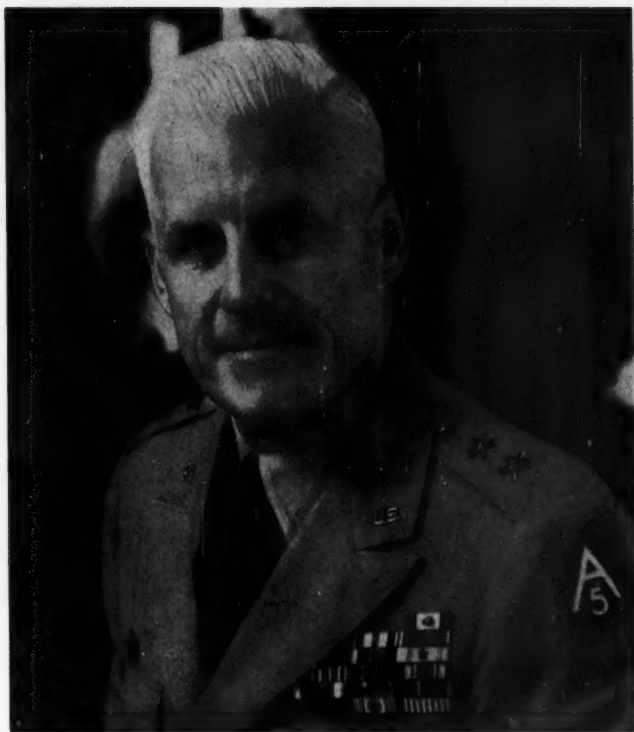
In Leavenworth the tradition is hard work—hard work at the most serious of all military tasks,—that of preserving American interests against aggressive force. In Leavenworth's class rooms war is reduced to fundamentals, learned so exhaustively by the student that they come to him thereafter as second nature. So equipped in battle, the graduate is free for the fullest exercise of inspirational leadership. In peace this is no less vital.

Today Leavenworth's graduates—a national asset of incalculable value—are a prime force in shaping armies of the free world that may some day stand as civilization's last, but sure, defense.

With best wishes

SHAPE
France
July 4, 1951

Dwight D. Eisenhower



Major General Garrison H. Davidson
Commandant, Command and General Staff College

Since its humble beginning in 1881, the Command and General Staff College has played an increasingly important part in each of the armed conflicts in which the United States has been involved.

Today it is the senior tactical school of the United States Army. It is here that the future leaders of our Army learn to employ all the combat arms and the services in combination in combat and to integrate newly developed weapons with existing weapons systems to achieve victory on the field of battle.

Almost all of our recent prominent commanders are numbered among the graduates of the College.

Upon the successful learning of tactical lessons taught at the Command and General Staff College depends the successful execution of our war plans. The motto engraved on the College crest many years ago has never been more valid: "Prepared in peace for war." (*Ad Bellum, Pace Parati.*)

Garrison H. Davidson



Brig Gen William F. Train
ASSISTANT COMMANDANT



Col C. P. Robbins
DEPUTY POST COMMANDER



Col W. W. Culp
DIRECTOR OF
INSTRUCTION



Col J. F. Franklin, Jr.
SECRETARY



Col S. L. Weld, Jr.
DIRECTOR OF RESEARCH
AND ANALYSIS

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This copy is not for sale. It is intended for more than one reader.
PLEASE READ IT AND PASS IT ALONG

This issue of the **MILITARY REVIEW** commemorates the 75th Anniversary of the founding of the Command and General Staff College. Hence we have modified our normal editorial policy and made minor changes in format.

The purpose of this issue is to point out how this College accomplishes its mission of instructing United States and Allied officers in the use of the combined arms and services and, at the same time, develops tactical doctrine for the future.

The Foreign Military Digests Section has been supplanted in this issue by a group of articles explaining the operation of Staff Colleges maintained by representative nations in the free world.

The **MILITARY REVIEW**, as an integral part of the Command and General Staff College, presents this anniversary edition in the belief that it will be of significant interest to our readers throughout the world.—The Editor.

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The College Role In the Army School System

Lieutenant Colonel Winant Sidle, *Artillery*
Office, Chief of Staff, United States Army

THE COMMAND and General Staff College, the oldest of the Army's advanced schools, is actually the keystone of the Army Educational System. It serves both as a reward and as a stepping stone for further advancement for those Army officers who through their performance of duty have clearly demonstrated their potential for assignment to high command or staff positions.

An examination of where the College fits into the Army's educational hierarchy should include the instructional (resident and nonresident), doctrinal, and training literature missions of the College. However, this discussion will be limited to resident instructional aspects since these alone will highlight sufficiently the key role which the College plays in the education of an Army officer.

The College is the Army's senior tactical school and the *only one which teaches exclusively the use of the combined arms and services in combat*. In other words, it teaches "how the Army fights," and its graduates are expected to combine what they learn at Leavenworth with their field experience to become competent commanders and general staff officers in any Army combat or service unit from battalion to field army. Once an officer graduates

from the College he is considered ready for command or staff duty in combat organizations without any requirement for further schooling.

Place of the College

To locate the College clearly in its proper place one must first understand the Army's educational setup. The current *Army School Catalog* lists 58 separate Army operated or sponsored school facilities which offer about 300 separate courses for officers and an additional 300 for enlisted men. There are several ways to categorize the missions of these schools but the most meaningful delineation is between career courses and specialist courses. A specialist course is basically one designed to produce a graduate with special qualifications, normally to be qualified in a specific military occupation specialty. These courses provide the bulk of the education furnished by the system.

The "system" portion of the Army's educational structure involves the career courses, and this is where the College fits into the picture. As stated by the Educational Advisor at the College:

These career courses are the heart of the school system; by means of them the

The College is the keystone of the Army Educational System. Here, officers who have demonstrated their potential for assignment to high command or staff positions receive their combined arms education

Army imparts to its officer corps the school theory and gives the school practice which, when combined with subsequent on the job experience, produces commanders and staff officers.

Based on these career courses (Figure 1), the Army's Educational System is progressively complex and selective. Not all officers attend a school at every level of the system and an officer is permitted to attend only one of the three top-level schools—the Army War College, the National War College, or the Industrial College of the Armed Forces.

Each of the Army's 16 arms and services maintains its own schools where normally, branch career courses are conducted. The medium of instruction employed is the troop leading type and can more accurately be called training vis-à-vis education. The scope of this instruction is limited to the regimental or combat command level or lower. The levels of these combat units permit considerable opportunity for the graduates to practice what they have learned after they complete these courses. This does not always occur in the case of graduates from Leavenworth.

Graduation from one of the branch advanced courses is a prerequisite for attendance at the College, as noted in Figure 2. In other words, once an officer is

considered fully qualified in his branch of the service he is eligible for attendance at his first postgraduate type Army school, the Command and General Staff College. Similarly, graduation from the College is a prerequisite for attendance at any higher school.

Transition—Training to Education

At the Command and General Staff College the emphasis of instruction changes from training to education. The major reason for this transition results from the College being the end of the road, tactically, for all Army officers. Higher level schools stress strategy, geopolitics, and economics but touch on tactics more or less incidentally. Therefore, Leavenworth must turn out a well-rounded tactical product, capable of solving complete tactical problems. As an adjunct to the educational system all officers are expected to keep their military education well ahead of their current grades and assignments in order to be prepared at all times to assume the duties and responsibilities of a higher grade.

This is especially true of the Leavenworth graduate. The College's goal is to produce officers who are capable of assuming general staff positions immediately upon graduation and who, with further experience, will be capable of assuming senior command positions. This "further experience" often takes considerable time to attain since several surveys made by the College reveal that it may be 10 to 15 years after completion of the course before the graduate will have the opportunity to function as a commander at the higher levels for which the College is responsible.

On the other hand, Leavenworth is also a great timesaver in the matter of self-improvement. The officer student in the Regular and Associate Courses has available the essence of the experience, knowledge, and research efforts of thousands

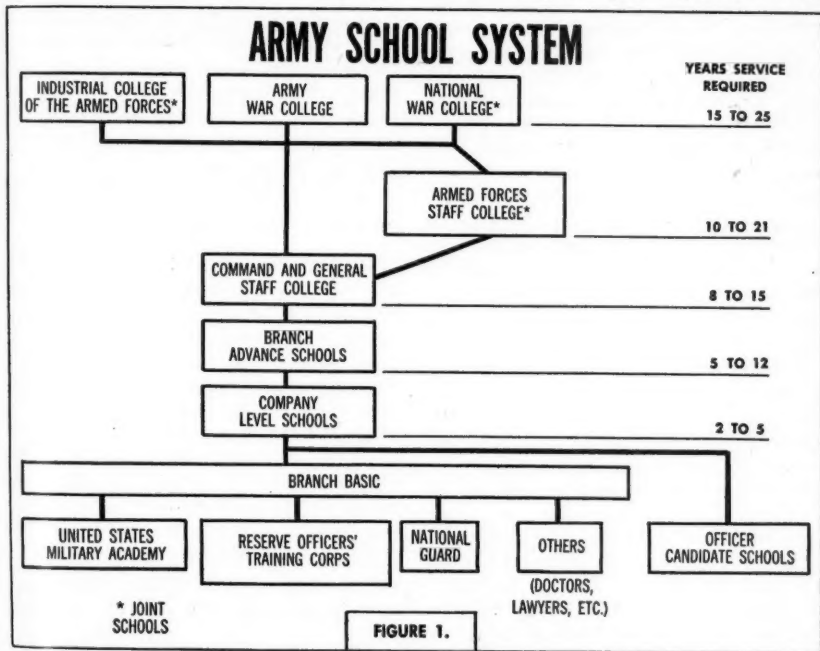
Lieutenant Colonel Winant Sidle graduated from Hamilton College, New York, in 1938 and received a Master of Arts degree from the University of Wisconsin in 1949. During World War II he served in Italy, France, Germany, and Austria. He spent 3 years with the Office of the Assistant Chief of Staff, G2, and Career Management Division in Washington. He was assigned as Public Information Officer at Sixth Army Headquarters and subsequently served as a battalion commander and G1 in the 3d Infantry Division in Korea. Following his graduation from the Regular Course in 1955, he became Assistant Secretary at the College. He is now with the Office of the Chief of Staff, United States Army.

of others which is served to him in condensed but reasonable daily doses. Upon graduation he finds himself with a broad but sound foundation which, reinforced with personal reading and study, will keep him abreast of things military with a comparative minimum of effort.

An officer who attends appropriate career schools at each level in the Army's

One of the greatest miracles of this conflict [World War II] was the staff work of the worldwide forces of the United States. That so vast an undertaking could have been successfully prosecuted by so small a body of trained men is resounding tribute to the training of the United States Military Schools.

The College's keystone position in this



Educational System will spend between 3.2 and 3.5 years of a 30-year career in school. However, the average officer spends only 1 to 2 years and the latter figure applies only if he attends the College. It is interesting to note that this 3.2-3.5 figure compares favorably with graduate training in other professions.

The Army's Educational System passed the test of World War II with flying colors as evidenced by the well-known words of Winston Churchill who said:

educational system is not an accident. As related elsewhere in this issue, the original ancestor of the College was the School of Application for Cavalry and Infantry which opened its doors to its first class of 42 officers in 1881. This school was the brain child of General William Tecumseh Sherman, then Chief of Staff, who believed that the battle lessons of the War Between the States should be passed on to all concerned.

However, General Sherman's concept

was a combination of Knox and Benning plus a leavening of reading, writing, and arithmetic. Leavenworth's present status was initiated by a former Secretary of War, the Honorable Elihu Root. As the result of the Spanish-American War, Mr. Root was most dissatisfied with almost everything about the Army, including its educational system. Although Secretary Root is probably better known for his institution of the General Staff system, an equally important contribution to the future effectiveness of the United States Army was his conception (and implementation) of a progressive military educational plan. He believed that officers, once proved fully qualified in their branch and indicating a potential for advancement, should be helped along by attendance at an intermediate, postgraduate school. He further believed that the cream of the officer crop should receive still more military education at an even higher postgraduate level.

In other words, his idea was that as an officer indicated his potential for advancement he should receive schooling commensurate with and of maximum assistance to this potential.

In 1901 he implemented his concept by directing the establishment at Fort Leavenworth of the true forerunner of the present College, the General Service and Staff School, and shortly thereafter also established the Army War College. His ideas still form the basis of the Army Educational System.

Vital Role in Two World Wars

With a curriculum based on this modern concept, the College received its first real test in World War I, although its graduates had demonstrated their future worth in the Vera Cruz Expedition of 1914 and Pershing's expedition into Mexico. In 1917 several important members of General Pershing's staff who were Leavenworth graduates so impressed the General that from that time on the relatively small

group of officers who had been trained at the College were carefully placed where they might exert the greatest amount of influence over combat operations. These officers fulfilled General Pershing's expectations. He later said:

During the World War the graduates of Leavenworth and the War College held the most responsible positions in our armies, and I should like to make it of record that, in my opinion, had it not been for the able and loyal assistance of these schools, the tremendous problems of combat, supply, and transportation could not have been solved.

In World War II the College continued to prove its worth as so aptly stated by General J. Lawton Collins:

The world has marveled at the remarkable wartime successes of our small peacetime officer corps in meeting time and again the demands of conflict in the defense of our Nation. The answer, I believe, lies in our superb Army School System of which the Command and General Staff College is so vital a link. There could be no finer tribute to this College than the glorious record of achievement which its alumni have built while serving our country with distinction in positions of great responsibility.

It is clear that the Army's Educational System and the College in particular played vital roles in the United States success in the two world wars. Since V-J Day, the Army, recognizing the tremendous value of the education in "how to fight" received from Leavenworth's resident instruction, has greatly increased the number of resident courses offered by the College as well as the number of students attending those courses.

In a letter to the commandant a few years ago President Eisenhower wrote:

In Leavenworth the tradition is hard work—hard work at the most serious of

all military tasks—that of preserving American interests against aggressive force. In Leavenworth's classrooms war is reduced to fundamentals, learned so exhaustively by the student that they come to him thereafter as second nature. So equipped in battle, the graduate is free for the fullest exercise of inspirational leadership. In peace this is no less vital.

able, might have been conducted even more effectively. This consideration, plus the tremendous changes in world and military conditions, led the College in 1955 to request Department of the Army's concurrence in an objective survey to be made of the school's resident instruction. This concurrence was obtained and a board of 6 experts, 3 top-level retired general offi-

STUDENT SELECTION CRITERIA FOR CGSC REGULAR AND ASSOCIATE COURSES

Regular Course

1. Regular Army or Reserve on EAD.
2. 8 to 15 years of commissioned service (only promotion list service counts for RA).
3. Under 41 years old when course begins.
4. Credit for Advanced Branch School.
5. Has demonstrated potential for assignment to high command or staff positions as indicated through actual duty performance.
6. TOP SECRET Clearance.

Associate Course

1. Regular Army with 15 to 19 years of service.
2. Reservist on EAD with 8 to 19 years of service.
3. Active reservist not on active duty with minimum 8 years' commissioned service (also NGUS).
4. Under 44 years old when course begins.
5. Has not attended Regular Course or obtained constructive credit therefor.
6. Credit for Advanced Branch School.
7. Has demonstrated potential for assignment to high command or staff positions as indicated through actual duty performance.
8. SECRET Clearance.

NOTE: Item 7 under Associate Course is handled by ZI Armies in the case of reservists called to active duty to take the course. National Guard Bureau takes care of National Guardsmen called to active duty for this purpose. Career Management Division handles only EAD and RA officers.

Figure 2.

Today, Leavenworth's graduates—a national asset of incalculable value—are a prime force in shaping armies of the free world that may someday stand as civilization's last, but sure, defense.

The College is not resting on its laurels, however. Leavenworth's instruction, although clearly proved valid and most valu-

able, might have been conducted even more effectively. This consideration, plus the tremendous changes in world and military conditions, led the College in 1955 to request Department of the Army's concurrence in an objective survey to be made of the school's resident instruction. This concurrence was obtained and a board of 6 experts, 3 top-level retired general offi-

The number of courses now taught by the College and the student population for the 1955-56 academic year is reflected on

Figure 3. An examination and comparison of the College curriculum and student bodies for the past 20 years shows that the resident courses have increased from 1 to 8 (Figure 1). Likewise, considering all courses the number of students attending each academic year (less World War II years when 22,000 officers were rushed through the College) has increased as follows:

| | 1935-36 | 1938-39 | 1946-47 | 1949-50 | 1955-56 |
|--------------------------------|---------|---------|---------|---------|------------|
| United States officer students | 295 | 278 | 558 | 1,805 | over 2,200 |
| Allied officer students | 2 | 4 | 49 | 45 | 151 |

From the viewpoint of resident instruction, the backbone of the College is the Regular Course. It is the largest class that attends the College, covers the longest period, and provides the basis of instruction for the majority of the other courses taught at Leavenworth. It provides the vehicle by which the Army schools the Regular officers who are expected to form the core of the Army's future top leadership.

Obviously, the selection of the best qualified officers to attend this course is of the utmost importance to the continuance of the high position of the College in the Army School System. Currently, every arm and service except the Women's Army Corps (WAC) has an annual quota for the Regular Course and the grades of the United States student officers range from colonel to captain. A detailed grade and branch breakdown of the 1955-56 class is depicted on Figure 4. The WAC, not being especially interested in "how to fight," restricts its attendance to the Associate Courses, as required.

Approximately half of the Army's Regular officers are selected for attendance at the College (about 95 percent of these in the Regular Course) and nearly 20 percent of the reservists on extended active duty (EAD) receive this opportunity (almost entirely in the Associate Course). The selection criteria for attendance are

shown on Figure 2. However, the key factor is that the prospective officer must be most highly qualified, having shown through actual performance of appropriate command and staff duties that he is capable of assuming increased responsibility.

Since attendance at the College must be on an order of merit basis, a careful review of each eligible officer's record is

made by his control career management branch. The Chief, Career Management Division (CMD), reviews the records of branch nominees to ensure uniformity between branches and to make final approval in the case of combat arms officers. The Infantry, Artillery, and Armor branches of the CMD have developed a standard scoring system which permits uniform evaluation of each officer's record. This system considers manner of performance, level of command and staff assignments, and extent of troop and combat duty. By using this system the probability of an officer's attendance can be predicted and plans made to prevent conflict of attendance at Leavenworth with overseas or stabilized tour requirements.

The technical services, in conjunction with the Deputy Chief of Staff for Logistics, Department of the Army, select their representatives in similar fashion, in most cases using a battery of aptitude tests to assist in determining the academic potential of the officers concerned.

In view of these careful selection procedures an officer can be assured that he has passed his military apprenticeship with top grades once he is selected for attendance at the College in either the Regular or Associate Courses. At the same time, this selection affords the Army considerable control over future middle and top leadership.

A Distinct Impact

The vital place of the College in the Army becomes readily apparent to its graduates throughout the remainder of their careers. Graduation from the College has a distinct impact in four different but related areas.

1. The graduate normally receives an important assignment immediately upon

ceived by the graduates of the 1954-55 Regular Course demonstrates the validity of the first point. Excluding officers called to active duty for the sole purpose of taking the course, the United States Army officers who graduated were assigned as shown on the chart on page 12.

Since selection for College attendance includes, in effect, an officer's promotion

CGSC COURSES AND STUDENT POPULATION 1955-56

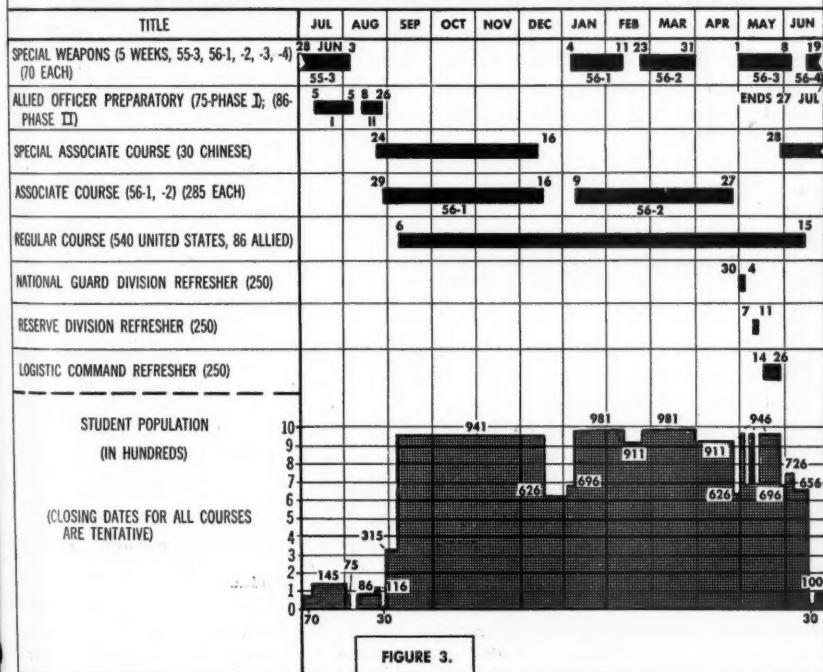


FIGURE 3.

graduation and these tend to continue for the rest of his military life.

2. His promotion potential is enhanced.

3. He becomes eligible for additional schooling at higher levels.

4. The knowledge he has gained proves most beneficial—often immediately and tellingly.

An examination of the assignments re-

potential, it is logical that graduates of Leavenworth advance further than non-graduates. The correlation between graduation from Leavenworth and attainment of general officer grade provides some interesting statistics. During World War II, 84 percent of all the officers who became Generals of the Army, generals, or lieutenant generals were graduates of the

College. Of all the officers who served as a general officer at any time during World War II, 78 percent were Leavenworth graduates. Approaching the problem from another direction, a survey reveals that 60 percent of the graduates from the 1932-36 College classes have become general officers. Of course, these particular graduates had an outstanding opportunity for advancement but this does not

Staff College graduates: 28 percent attend the Armed Forces Staff College; 40 percent attend the Army War College; 9.6 percent attend the Industrial College of the Armed Forces; and 8 percent attend the National War College.

There is considerable duplication between attendance at the Armed Forces Staff College and the three top-level Colleges above, but despite these figures

| | |
|--|-------|
| Washington, D. C. area (95 percent to Pentagon) | 122 |
| Miscellaneous Zone of Interior assignments | 75 * |
| Faculty, Command and General Staff College | 22 |
| Staff and Faculty, other Zone of Interior schools | 58 ** |
| United States Army, Europe (excluding North Atlantic Treaty Organization) | 57 |
| United States Army Forces Far East (excluding Military Assistance Advisory Groups) | 46 |
| Military Assistance Advisory Groups, Attachés, and miscellaneous overseas liaison | 35 |
| Continental Army Command Headquarters | 23 |
| Zone of Interior Army Headquarters | 18 |
| North Atlantic Treaty Organization | 17 |
| Continental Army Command boards | 9 |
| Civilian schooling | 8 |
| United States Army, Pacific | 7 |
| Miscellaneous overseas assignments | 7 |
| United States Army, Caribbean | 6 |
| United States Army, Alaska | 5 |
| Reserve Officers' Training Corps | 3 |

* This group largely composed of artillerymen and engineers in typical Zone of Interior assignments for those branches.

** Includes 9 officers assigned to faculty, United States Military Academy.

invalidate the data. Still another approach shows that less than 2 percent of the 387 officers who graduated from Leavenworth during this 4-year period failed to be promoted to colonel.

Top-level schooling in the Army's Educational System requires graduation from the Command and General Staff College, or constructive credit therefor, as a prerequisite. As of this time the following statistics reflect the attendance at higher level schools by Command and General

indicate that at least 50 percent of Leavenworth graduates go on to higher schooling.

The fourth benefit of graduation from the College, the value of the knowledge gained at the College, cannot be documented statistically. However, anyone who has been connected with G1 operations in the field will readily agree that Leavenworth graduates are fought for in any command. In Korea the arrival of a Leavenworth graduate was cause for rejoicing although occasionally such arrival

often initiated a considerable argument as to which element of the command should receive the benefit of his services.

Possibly the best example of the truly unusual advantage in the field of a

sight the new graduate had brought with him a looseleaf compendium of the General Staff instruction taught at the College to assist him in case he received a General Staff assignment. These notebooks

STATISTICAL DATA ON 1955-56 REGULAR CLASS

1. Composition of the Class by Rank (United States Only):

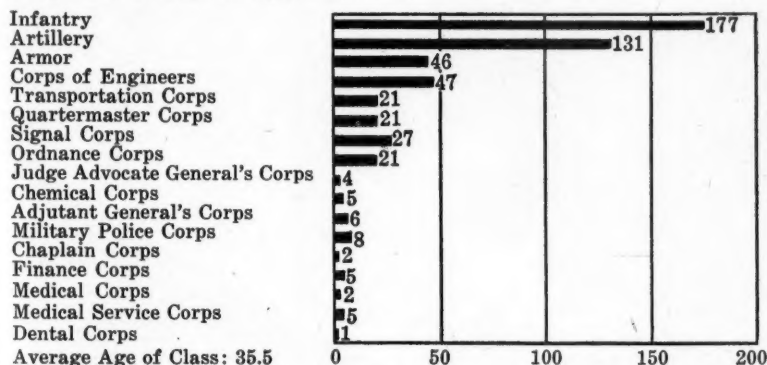
| | |
|---------------------------|-----|
| Colonels | 5 |
| Lieutenant Colonels | 166 |
| Majors | 251 |
| Captains | 107 |

2. United States Army total composed of:

| | |
|----------------------------|-----|
| Regular Army | 517 |
| Extended Active Duty | 8 |
| NGUS—ADT | 4 |

529

3. Composition of the Class by Branch:



4. Average Age of Class: 35.5

5. Education of Class: 188 without Bachelor's degree 341 with Bachelor's degree or better

Figure 4.

Leavenworth education occurred in Korea a few years ago where a recent graduate, fresh from the United States, was assigned as a division General Staff officer. The other three Gs (only four at that time) were comparative oldtimers but were either nongraduates or World War II short course graduates. With considerable fore-

not only proved of invaluable assistance to the officer concerned but also became the staff "bible" for the other Gs and on more than one occasion were borrowed by corps headquarters.

These laudatory remarks about the College will undoubtedly raise the question, "Agreed that the Command and General

Staff College is important, but why call it the keystone of the Army's Educational System? What about the Army War College? For that matter, what about the top-level joint schools?"

There is no doubt that education received in the higher level schools contributes considerably to making their graduates ready for the highest positions in our national military structure. However, only at Leavenworth does an Army officer receive an education in *how to fight on the ground, making the best possible use of the available arms and services.* The field army commander and his staff and all important commanders and staffs under him receive their tactical combined

arms education only at the Command and General Staff College. And if the Army cannot fight, of what use are the top-level coordinators and strategic planners?

The position of the College was clearly stated recently by the present Commandant, Major General Garrison H. Davidson. He said:

In my opinion, the successful tactical implementation of the Nation's war plans, as they apply to ground operations, depends more on the successful accomplishment of the Command and General Staff College instructional mission than on the quality of performance of any other part of the Army Educational System.



The main academic building, above, with its famous clock tower, consists of Sherman, Grant, and Sheridan Halls and houses the headquarters and staff and faculty offices.

Resident Courses of Instruction

Colonel W. W. Culp, *Armor*
Faculty, Command and General Staff College

THE COMMAND and General Staff College with its very rich heritage was the first formal United States military school to teach the higher arts of war. It engaged in this type of instruction before any other similar institution including both the Army and the Naval War College. It is the Army's senior tactical school and is its only school of the combined arms and services. Its instruction and attendant methodology have proved themselves through three conflicts; the results obtained have made the College famous in the United States and many other countries of the world. Many of its graduates have become renowned throughout the military forces of numerous nations, and many have become distinguished in other fields of activity.

The over-all objective of the Army Service School System is:

To prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command.

Within that over-all objective, the instructional mission of the College is to prepare selected officers for duty as commanders and general staff officers at division, corps, field army, and comparable levels in the communications zone. With this broad objective in mind, the remainder of this discussion deals with only the

resident instruction portion of the mission assigned the College.

The principal resident courses of instruction conducted and the educational goals to be achieved for each are:

Regular Command and General Staff Officer Course (41 weeks total including vacation periods).—"To prepare officers for duty as commanders and general staff officers at division, corps, and army levels, and at comparable levels in the communications zone."

Associate Command and General Staff Officer Course (16 weeks).—"To qualify officers for duty with the general staff of combat divisions or logistical commands, and familiarize them with the duties of the general staff at corps and army or communications zone level."

Special Weapons Course (5 weeks).—"To train selected officers at general staff levels in the necessary details of the effects of atomic weapons, and in the procedures essential for the tactical employment of such weapons."

Logistical Command Refresher Course (2 weeks).—"To provide training to commanders and staffs of logistical commands for the purpose of training as a unit and developing staff teamwork, reviewing current doctrine and logistical command organization, reviewing general staff functions and techniques as applied within logistical commands, and applying current

Instruction and attendant methodology of the College have proved themselves through three conflicts. Results obtained have made the College famous in the United States and other countries of the world

logistical doctrine in planning support for specific combat situations."

Army Reserve and National Guard Division Refresher Course (1 week).—"To afford training as a unit to division staffs, to develop staff teamwork, and to instruct in the application of current doctrine."

This listing of courses indicates in general terms the instructional tasks of the College. The Associate Course is a condensed version of the Regular Course and the units of instruction presented are common to both. The Associate Course curriculum is by design the basis for a shorter course to be conducted at the College in the event of all-out mobilization.

Because the *Regular* Course constitutes the basis for all of the instruction at the College, the remainder of this article deals primarily with the curriculum and course of instruction presented to Regular Course students.

In order to achieve the instructional portion of the College mission, the curriculum must provide graduates the opportunity to understand:

1. The capabilities and limitations of the tools with which they will have to work as commanders. Those tools, of course, include the combat arms, the services, and the staff.

2. How best to use these tools in combination to obtain results in combat, that is:

- a. To make a proper estimate of the situation.

Colonel W. W. Culp is Director of Instruction at the Command and General Staff College. He graduated from the United States Military Academy in 1932. During World War II he served with General Headquarters, Southwest Pacific Area. He is also a graduate of the Cavalry School (1936), The Infantry School (1940), the Command and General Staff College (1947), the Armed Forces Staff College (1949), and the Army War College (1953). Prior to his present assignment he was Director of Department V of the Command and General Staff College for the period July 1953 to June 1955.

- b. To arrive at a logical decision.

- c. To transmit effectively (clearly, completely, and concisely) that decision to others, orally and in writing.

- d. To supervise competently the execution of this plan.

3. The staff functions and techniques necessary to assist the commander in employing his combat and service elements effectively.

4. The history and operations of war so that they will have the capability in the future of determining their own independent ideas as to logical future tactics and doctrine in light of new and projected weapons.

These objectives govern the scope of the curriculum. To achieve them, the curriculum is designed to advance the student progressively through three phases.

First Phase

The first phase familiarizes the student with the basic responsibilities of the general staff at division level and develops in him an understanding of the procedures, relationships, and coordinative functions so essential to effective staff action. By means of a review and interpretation of the principles of war and the fundamentals of combat the student is concurrently acquainted with the basis for operations. He is acquainted with the nature of the atomic weapon and its role in tactical operations. He explores the basis and increasing importance of our growing Army aviation. Throughout this phase, the nature, capabilities, and procedures for support of Army operations by the Navy, Air Force, and Marines are developed.

This phase is introductory to the major purposes of the course and consumes the first 9 weeks. This period constitutes a time of bewilderment and trepidation to the inexperienced student as he attempts in a short time to assimilate a vast store of detail and procedure, fact and theory.

Gradually as these begin to relate themselves one to another, and as definite patterns develop, the student is ready for the second phase of his education at the College.

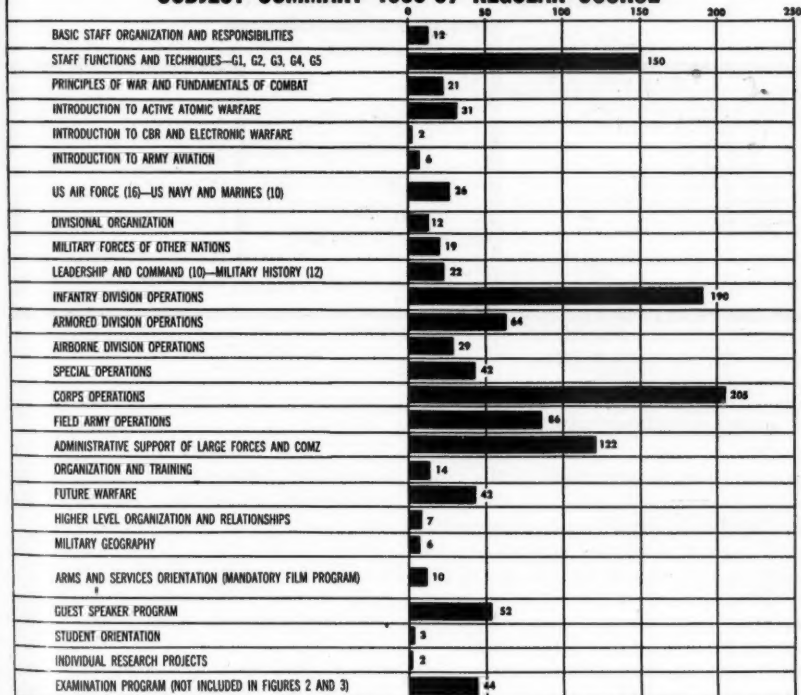
Second Phase

The second phase develops student understanding by application in two major

This second phase exercises student abilities to apply in a variety of situations the basic knowledge gained in the first phase.

At the division level the student acts in turn as a general staff officer or commander in planning and executing attack, defense, and retrograde operations for both the infantry and armored divisions.

SUBJECT SUMMARY 1956-57 REGULAR COURSE



TOTAL HOURS 1,219

FIGURE 1.

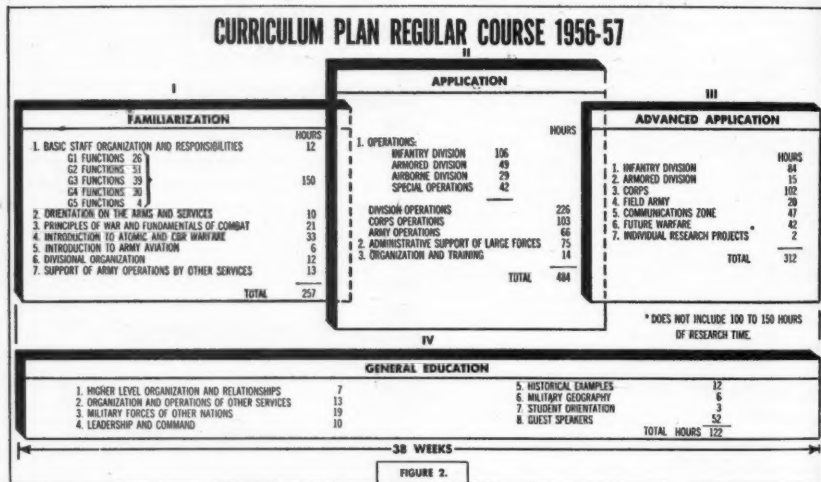
fields: tactical operations, with their associated requirements; and the administrative support of large forces, with all its complexities. To a far lesser degree the problem of activating and training new divisional organizations is explored.

He solves the problems of river crossing, attack of fortified positions, amphibious landings, and airborne attack. He considers the particular requirements of these operations under extreme conditions of terrain and climate.

The consideration of division operations receives the most significant emphasis in the curriculum. It is believed that the graduate will have the greatest need for this knowledge and that the student and graduate who is well grounded at the division level is best equipped to progress to larger unit operations. This belief is the basis for the even more apparent em-

commander upon the effectiveness of administrative support and the procedures necessary to create this effectiveness.

This applicatory second phase constitutes over one-third of the total curriculum hours. During this period understanding of operations and administration is achieved. To do this most effectively, the student effort is rather closely guided by



phasis on division operations in the compressed Associate Course.

In corps and army operations presented in this second phase the student applies himself in a variety of tactical situations, considering concurrently the increasingly important and complex administrative problems arising at field army level.

Instruction in the administrative support of large forces is conducted by a series of applicatory exercises in which the student examines in detail the requirements of the communications zone and its methods and procedures. This area is one with which many students have had little experience and its importance has been sensed, by most, only in a remote way. The emphasis is to acquaint the student with the reliance of the higher tactical

presenting segments of major problems for solution, rather than the entire problem intact.

Third Phase

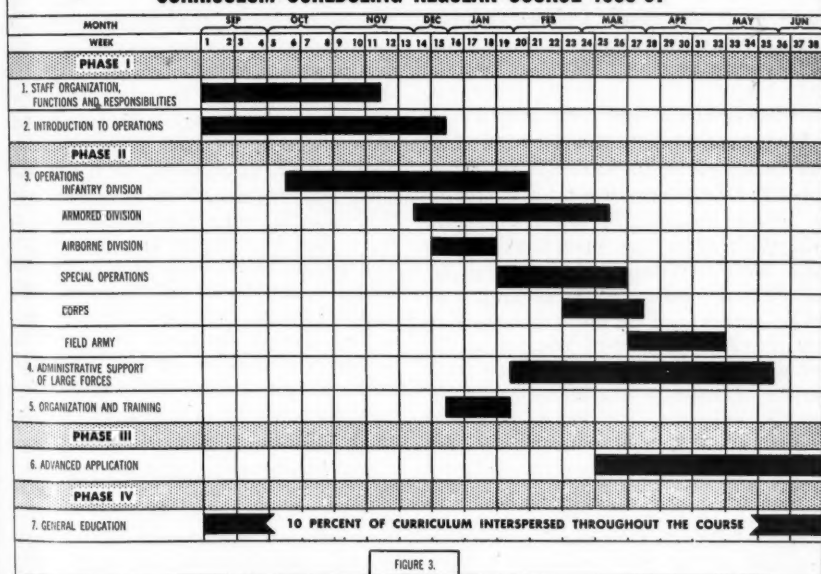
To develop commanders and staff officers in a scholastic atmosphere an additional step or phase of instruction is required. This step is accomplished in a third major segment of the curriculum which is devoted to developing student abilities as commanders and staff officers in a freer atmosphere than is possible in earlier stages of the student's progression. This phase is devoted to advanced application by the student. The areas covered resemble those of the preceding phase in dealing with the operational and administrative problems of division, corps,

and armies, and the communications zone. However, in contrast to preceding instruction, the problem in this phase is no longer presented piecemeal. The procedure for solving is no longer indicated. The student is given a problem of appropriate complexity and is left free to solve the entire exercise with minimum further guidance from the faculty. Neither his procedure for solving nor his reasoning to the solution is influenced by other than his pre-

stresses the ability to develop major plans by combining the efforts of the members of the staff. This calls for a coordinative and directive ability by the student commander and his key officers. These map maneuvers and planning exercises are conducted either in the classroom, on nearby terrain, or in combination of both map and terrain.

As a part of his rounded development in this advanced applicatory phase, the

CURRICULUM SCHEDULING REGULAR COURSE 1956-57



vious experience, his own abilities, and his understanding gained from prior instruction.

In the conduct of such an advanced exercise, the student may be required to work individually or in conjunction with others. The individual exercise stresses the ability which a commander must have to analyze independently all aspects of a problem and to arrive at a decision. On the other hand, the staff exercise

student is required to prepare two individual research projects. The first of these is designed to increase his writing and research ability in the preparation of a staff study in which he analyzes a subject of current and major interest to the Army. The second project requires the student to research and to analyze the biographies of outstanding military personalities in order to reach conclusions from this research on the validity of cur-

rently accepted principles of leadership.

These research projects constitute a major nonscheduled segment of time and effort by the student. For other scheduled instruction, study assignments are provided on the basis of 40 minutes of study for each classroom hour. Adding these study requirements to a scheduled week of about 32 hours of academic time makes a fully occupied calendar for the student.

As a finale to the course, the student is presented with some of the probabilities of warfare of the future and is allowed to develop freely his own concepts and ideas as to the direction which developments may take.

Broad Educational Development

The phases already described are obviously designed for the pure military development of the student. For his development in broader educational fields, a general understanding of the operations of the other United States services, of our allies, of other nations, of the geography of critical areas, and of military history is also provided in resident instruction. To round out this background development a variety of subjects is presented throughout the academic year by military and civilian guest speakers of national and international importance.

Atomic Warfare

Approximately 50 percent of the instruction within the curriculum is conducted utilizing situations under conditions of active atomic warfare, and the remaining half under conditions of non-active atomic (conventional) war. Every effort is made to design these situations in as realistic a manner as possible. Conditions of atomic war are not superimposed upon nonactive atomic warfare situations, but are developed based upon the best collective thinking available as to what tomorrow and the day after may offer.

General

Operations of the division, corps, field army, and communications zone comprise approximately 61 percent of the curriculum. In this instruction appropriate emphasis is devoted to all the arms and services proportionate to their importance to the commander. In short, the curriculum is designed to teach the student the proper integration of the combined arms and services into the most effective fighting units.

The resident courses of instruction emphasize command. Implementation of the command portion of the instructional mission imposes a different problem than do the requirements for the schooling of staff officers. Graduates are expected to perform efficiently in staff positions immediately upon graduation, at which time many are actually assigned to staff positions. Furthermore, throughout their careers they have many opportunities for "on the job" staff training. On the other hand, it may be 10 to 15 years before many graduates will receive assignments as commanders at levels for which the College is responsible for preparing them. In the interim they will have had little or no opportunity at any level for training in the ultimate—*command in combat*.

To provide instruction in the many ramifications of command, leadership is included as an integral part of many of the student's subjects, and liberally sprinkled throughout a large number of his problems are requirements of the execution and decision type. Thus a foundation is laid for him or the knowledge which he already possesses is broadened. This base is expected to develop and increase with experience and personal application in the years following his graduation, and to provide for him a well from which he can draw when later selected for higher command. To meet the student's more imminent need for proficiency in staff operations, the College employs procedures of a

"training" nature to school him in proper staff techniques and functioning.

Conclusion

The College instructional task is a huge and challenging one. In 1936 the class numbered approximately 125 students and was taught only nonactive atomic (conventional) warfare over a period approaching 2 years. The College is now responsible for instructing a student body approximately seven times that size, in both active and nonactive atomic warfare, in a period of about 10½ months.

Because of the time required to write units of instruction, with the attendant research involved, the planning for the Regular Course must be conducted well in advance. As an example, the curriculum for 1956-57 has already been determined and the staff and faculty is well into its task of preparing individual units of instruction for the 1956-57 academic year.

Within these few paragraphs is an overall word picture of the efforts being

exerted by the College to discharge its instructional responsibility. We would prefer to have this viewed as a limited report to our "alumni" and the students of tomorrow. We have a vital interest in the performance of our graduates and a genuine concern in our future students. Many accolades have been received by the College throughout the years. The late Honorable Robert P. Patterson, while Secretary of War, provided a most glowing tribute when he said:

The longer I serve with the War Department, the more I appreciate what Leavenworth has done for the Nation's safety in the past and its great value to the service in the future. It is no exaggeration to say that our victories in World War II were won at Leavenworth. . . . Here our great war leaders learned the art of combined arms, the handling of large bodies of troops.

It is the goal of the College to continue these high standards.

We of the Army belong to a profession which, by the nature of its service, tends to cause a man to grow. This growth is occasioned in large measure by the increasing load of responsibilities which falls more or less automatically to an officer as he gains in age and in rank. The Army has been good to us in guiding our development, in rearing us through its great school system—so largely responsible for our most successful leaders. I know of no other profession which so wisely allocates school time at appropriate intervals after periods of learning by doing—school interludes where an officer can assimilate his past experience and concentrate upon self-improvement for a time, relieved of the day-to-day requirements of ordinary service. We allow our lieutenants a few years' service before we send them to the schools of their arms; we guide their careers into varied types of experience before they go to the Command and General Staff College; and, finally, they who show solid evidence of potential leadership in command and staff obtain another year of the highest level of instruction at the War College. An academic Ph.D. may be won with considerably less evidence of formal scholarship.

General Maxwell D. Taylor

DEVELOPMENT OF DOCTRINE

Colonel Robert C. Cassibry, *Artillery*
Faculty, Command and General Staff College

WHAT will the battlefield of the future look like? Will our now-modern weapons and armies be obsolete on the battlefields of 10 years hence? What about 3 years hence? Questions such as these must be answered in order to develop sound future doctrine for the Army.

Like many other major headquarters and some civilian institutions, the Command and General Staff College has a great interest in the development of future doctrine for the Army. The mission of the College for development of doctrine as stated in Department of the Army Special Regulations is: "To initiate action as necessary to formulate or revise doctrine." A more comprehensive description of this broad doctrinal mission reads:

To initiate action as necessary to formulate or revise tactical and logistical doctrine, procedures, and techniques relative to the employment of all the combined arms and services. This includes joint operations and the development of doctrine governing the tactical employment of atomic weapons.

To review, evaluate, and coordinate doctrine, procedures, tactics, and techniques developed by the other services and other Army agencies applicable to combined arms and services; unilateral Army airborne and amphibious operations; and those operations which involve logistical support by Army transport aviation.

To review all training literature prepared by Department of the Army agencies relating to the employment of combined arms and services at battalion or higher level, to include the tactical use of atomic weapons.

In considering this doctrinal mission it must be remembered that the Command and General Staff College is the senior tactical school in the Army Educational System and the only tactical school charged with the development of doctrine for all of the combined arms and services. This encompasses doctrines for the employment of divisions, corps, field armies, and the communications zone.

The Dictionary of United States Army Terms offers several statements which define doctrine. "Essentially, doctrine is that which is taught," or "... doctrine is basically a truth, a fact, or a theory that can be defended by reason." A third statement explains or defines doctrine as referring "... to those principles and policies which have been developed by experience or by theory which represent the best available thought on the subject in question, and which should be taught or accepted as basic truths." Any one of these definitions is adequate to delineate the doctrinal mission of the College.

Until very recently the production of tactical and logistical doctrine was largely a byproduct of the College instructional

The College is specifically charged with the development and revision of the tactical and logistical doctrine for all of the combined arms and services, including tactical employment of atomic and future weapons

mission. Up to several years ago there was only one individual in this College engaged on a full-time basis in the development of doctrine; to assist him in formulating doctrine other members of the faculty were utilized on an additional duty basis. The trend since 1953 has been to place increased emphasis on the College doctrinal work and has recently resulted in the establishment of a separate organization under a Director of Research and Analysis to handle the development of future doctrine. The development of current doctrine continues to be a byproduct of the instructional mission and is the responsibility of the Director of Instruction. (Figure 1.) The formal current doctrinal mission assigned the Director of Instruction is:

To establish the College position either confirming or recommending necessary revision of current tactical and logistical doctrine by 30 June 1956 and to reconfirm this position annually by 30 June, as required by intervening developments. Where changes from existing doctrine are recommended, the statement of position must include the necessary organization, weapons, and other matériel to support properly the changed doctrine.

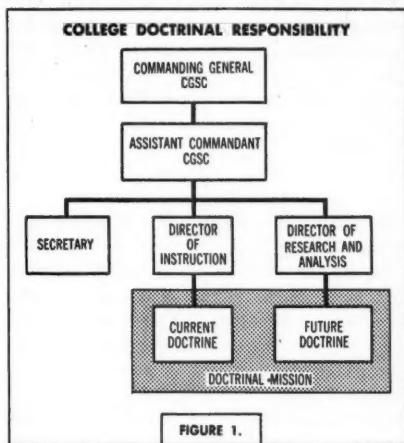
Current Doctrine

By the assignment of the current doctrinal mission to the Director of Instruction, two highly productive sources are exploited—the instructor and the student. The instructor is well qualified to recommend modifications to current doctrine within the scope of his subjects, for he must perform extensive research in preparing them and he spends considerable time in intensive study before presenting them. The Army students attending the College are from all branches and services. Nowhere else can be found so large a group of Army officers who, because of their excellent military background and future worth to the Army, have been hand-picked for their assignment. Similarly,

well-qualified Navy, Marine Corps, and Air Force officers add much to the available student background.

Development of current doctrine within the College is inherent in the curriculum planning and in the review procedures established for improvement of resident instruction. These procedures provide for a coordinated analysis of current doctrine by faculty personnel on a continuing basis by the review of new instructional material before presentation and by an annual study of selected classroom subjects.

In addition, special studies are directed from time to time to investigate selected tactical situations under specified assump-



tions. Their ultimate purpose is to test applicability of current doctrine under conditions created by newly developed weapons, new organizations, and new tactics. Results of these studies are subjected to objective review processes and, when merited, are recommended for adoption as current doctrine.

As a general rule, recommended major changes in doctrine involving organization or matériel are submitted to Continental Army Command for approval prior to being taught. However, techniques and procedures which are newly developed

in the College and involve only minor change to current organization or matériel are first tested by presentation to students in a unit of instruction. Class reaction, as a sounding board, is the basis for further review action and leads to the rejection, modification, or incorporation of the new techniques and procedures.

As current doctrine is developed and approved it is first incorporated into College units of instruction and into revisions of College special texts. As soon as feasible it is included in official training literature.

Although the procedure for the development and dissemination of current doctrine has been in effect for sometime, the organization and procedures which are now established for the development of future doctrine at this College are new and should be of considerable interest to all officers.

Future Doctrine

In the middle of 1954 the Commandant of the College undertook a comprehensive study of the College missions. As a part of this study he found that only 15 officers were authorized for the accomplishment of that portion of the College mission which dealt with the development of future doctrine. Furthermore, only four of the Technical Services were represented within an organization charged with the

development of doctrine for all arms and services. Although this group was accomplishing much valuable development work, principally on projects initiated by agencies outside of the College, the group was inadequate to discharge fully the doctrinal responsibility of the College or to ensure that the capabilities and limitations of every branch of the service were being fully considered.

Exactly what organization was to be established within the College, the senior tactical school and the only school of tactics of all the combined arms and services, and the degree of branch representation within the organization were the objects of much study. The College recognized the absolute necessity of having representation of all arms and services in projects which were designed to affect the doctrine and organization of the Army's combined arms and services team. Eventually an organization based on the weapons systems approach shown in Figure 2 was evolved as feasible and acceptable.

It was also determined that 42 spaces was the minimum number required to accomplish the College combined arms and services doctrinal mission. In arriving at this organization, full consideration was given to the requirement for appropriate and adequate representation from each arm and service as well as for personnel economy. It was recognized that the number of personnel, both over-all and within each branch, that the College could utilize profitably would be larger than that which could be allotted by higher headquarters in face of Army-wide demands for personnel.

The doctrinal mission was divided into various weapons systems (Figure 2) and personnel were allotted to each weapons system after due consideration of areas of branch interest and the representation of each branch within the organization as a whole. The assignment of an individual to a specific weapons system, however,

Colonel Robert C. Cassibry is Assistant Director of Research and Analysis at the Command and General Staff College. He graduated from the United States Military Academy in 1940 and served as an artillery battalion commander with the 2d Infantry during World War II. A graduate of the Regular Course of the College in 1948, he served as a staff officer in the Intelligence Division of GHQ, Far East Command and later with the Intelligence Division of the Office of the Assistant Chief of Staff, G2, Department of the Army. Upon graduation from the Armed Forces Staff College in January 1954, he was assigned to his present position on the faculty of the College.

does not relieve him of the responsibility for participating fully in all problems involving the functions of his branch or for applying his specialized knowledge and skills to the problems of other weapons systems.

With the details of the organization now firm, the College began the task of justifying this organization and the increased personnel spaces of all arms and

Best Qualified Personnel

To ensure that the best qualified personnel were made available to perform the research and analysis function, the Commandant contacted the chief of each of the Technical Services and personally visited in Washington with a senior representative of each arm and service. The College plan for development of doctrine was carefully explained and special em-

PROPOSED ORGANIZATION FOR DEVELOPMENT OF DOCTRINE

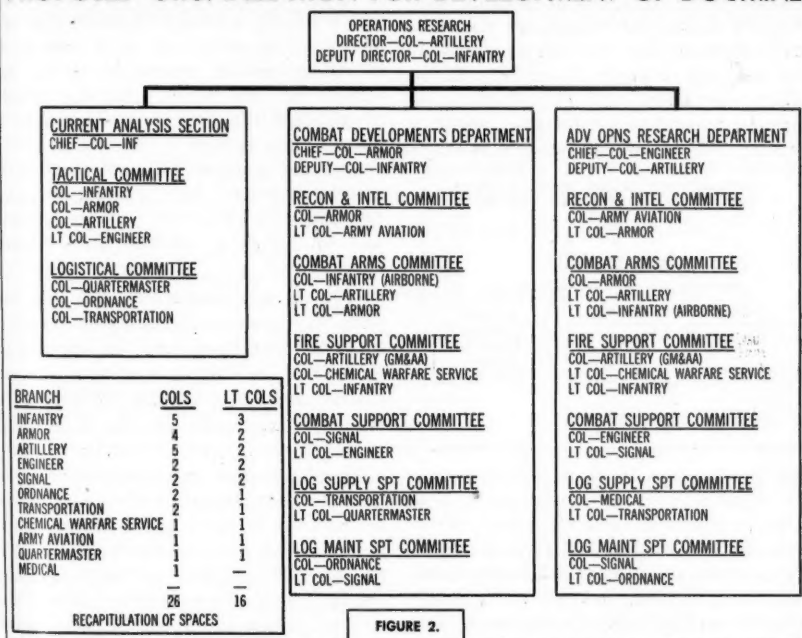


FIGURE 2.

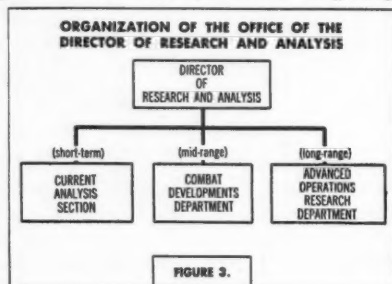
services which it represented. It was not an easy task in this day of limited personnel availability, but after a period of approximately 8 months the necessity for such an organization within the College was accepted. Although the total number of personnel authorized fell seven short of the number recommended by the College, it did permit the establishment of the organization and the initiation of meaningful efforts.

phasis given to impressing upon each branch representative and chief of each Technical Service the importance to his branch or service of having the best qualified representatives assigned to the College for research and analysis work. All were keenly interested and enthusiastic in their support of this effort.

Today, to discharge the very important and complicated responsibilities in the doctrinal field, the College has estab-

lished an Office of Research and Analysis with three subordinate agencies: the Advanced Operations Research Department, the Combat Developments Department, and the Current Analysis Section.

The organization of the Office of Research and Analysis as shown on Figure 3 establishes a self-perpetuating system of development. The system provides for complete, independent, annual reviews of doctrinal matter as well as recommendations on major revisions of existing doctrine and the formulation of new doctrine. Furthermore, it also provides for formulation of sound concepts of tactical and logistical operations and organizations in both the mid-range time frame, about 5 years in the future, and the long-range



time frame, about 10 years in the future. The organization is workable as it now exists and, given about 3 years (until 1958) to complete the first cycle of work, will overcome the current deficiency which finds doctrine being revised on a crash basis and lagging behind technological developments.

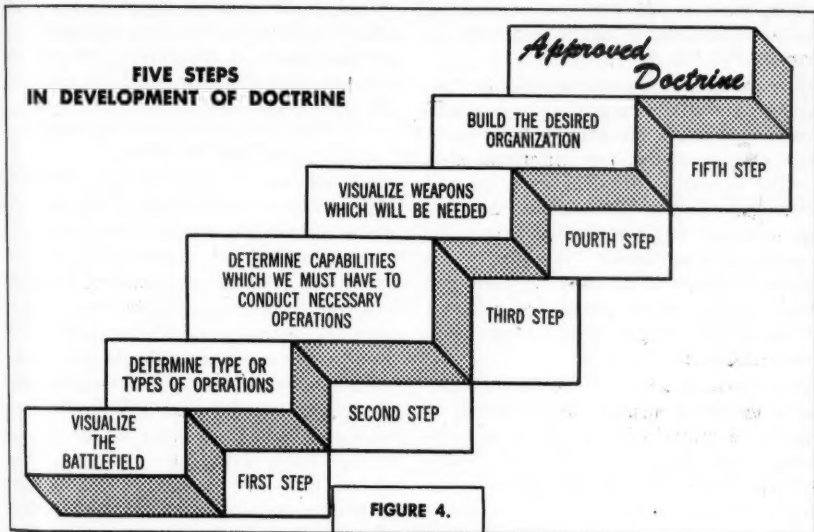
Before discussing the mission and operation of each of the three agencies of Research and Analysis, it is best that the College philosophy as to the proper procedure for the development of future doctrine be outlined. The College holds that certain clearly defined steps must be taken in a specified sequence to arrive at sound doctrine and to prevent a needless dilution of our Nation's developmental poten-

tial. As shown on Figure 4, the first step is to visualize the battlefield as it will exist during the time frame being considered, to include both the geographical areas and the possible enemy. Second, a determination must be made of the type or types of operation which the United States (and the Western Powers) must be capable of conducting to live on this battlefield and successfully execute any assigned mission. Next, a forecast must be made of those capabilities and means which will be needed to conduct the types of operations which we think will be required to operate successfully on the battlefield of the future. Having decided upon capabilities, a visualization must be made of the general military characteristics of the weapons and equipment which will be required. And last, an organization must be built around these weapons and equipment to conduct the visualized operations.

If such a procedure is not followed, weapons, pieces of equipment, various types of munitions, and features of organization are developed without any particular use or need in mind. Whenever this situation exists, the nation concerned is placed in the unenviable position of having to decide, almost extemporaneously, just how its organization and tactics should be modified to make adequate use of the new item. Note the words "adequate use." The words "optimum use" were studiously avoided as quite frequently it is not possible to make optimum use of the new item without materially decreasing the effectiveness of either the existing organization or its other organic weapons or equipment. The necessity for concurrent development of doctrine and matériel is so logical that many are prone to assume that this is always the case. History shows that the reverse is true. Witness the machinegun, the tank, the poison gas of World War I; the armored blitzkrieg and the V-1 and V-2 missiles of World

War II. In each case the new inventions were introduced with surprise, but also in each case they were used in insufficient numbers and inefficiently to the end that they did not have a major effect on the final outcome of either of the wars. Even today the evolution of the tactical systems for the employment of atomic and

provide for the most effective prosecution of combat operations in that time frame. AORD is permitted approximately 3 years to consider its problem and to develop and evaluate the concepts of tactical and logistical operating techniques and procedures, together with required organization, equipment, and matériel, in accordance



thermonuclear weapons lags well behind the progress in the development of the weapons themselves.

Mission and Functions

With this general philosophy for the development of doctrine in mind, consider next the mission and functions of the Office of Research and Analysis. One of the segments of this office is the Advanced Operations Research Department (AORD) which is given the task of developing future doctrine aimed at a long-range time frame—10 years in the future. Specifically, AORD is charged with devising a body of ground force tactical and logistical principles which are appropriate to the College mission and which will

with the previously mentioned five steps in the development of doctrine.

At the conclusion of this 3-year period, AORD is then in a position to provide a sound foundation of evaluated principles for the Combat Developments Department (CDD) which can ultimately be developed as mid-range objectives, which will be discussed later. AORD can then recommend to the Continental Army Command the proposed new doctrine or the revision of current doctrine required by concepts of future tactical and logistical operations and organization. At this point AORD will then be ready to provide matériel research and development agencies, through the Continental Army Command, with recommendations as to the characteristics of

weapons and other matériel that will most effectively support the types of tactical and logistical operations engendered by the proposed doctrine. This cycle is shown in Figure 5.

Having completed the analysis of the assigned time frame and having passed on their conclusions for further study, AORD is now ready to begin a new analysis of another time frame, again projected 10 years in the future.

The foregoing procedures are also followed by the CDD except their time frame is only 5 years in the future. Although a great amount of the basic information as to what concepts should be explored will be available from AORD sources, the analysis made by CDD is limited largely to weapons and equipment currently in the hands of troops or already in prototype stage, because many years are required to take a new weapon from conception to standardization.

The Current Analysis Section (CAS) has a threefold mission which might be broadly summarized as ensuring the smooth and timely transition of future doctrine into current doctrine. Specifically, CAS is charged with:

Conducting doctrinal studies beyond the scope of current doctrinal activities but short of mid-range considerations and with the coordinating of agreements in the doctrinal field which are developed jointly by the Office of the Director of Instruction and the Office of the Director of Research and Analysis.

Assisting in the planning, analysis, and evaluation of tests of new concepts which are derived in the development of new doctrine.

Advising appropriate agencies and personnel of current trends in the development of new doctrine, to include the necessary advice in the integration of recently developed doctrine with current doctrine.

As can be seen, the CAS acts as a buffer between the necessarily more complex operations of the future doctrinal departments and the instructional departments which are concerned with constantly changing current doctrine. The CAS must be flexible if it is to participate successfully in the many short-term problems received by the College from higher headquarters, such as providing evaluators for certain phases of maneuvers and the conduct of directed crash projects aimed at the immediate future.

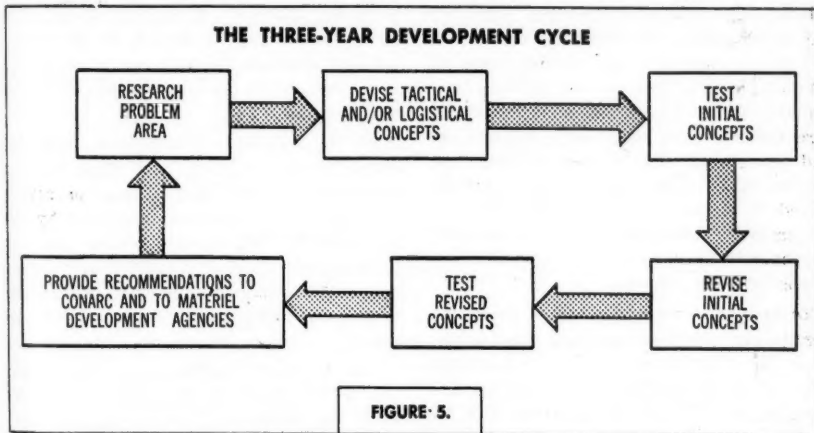
Problem Areas

Attempting to visualize the battlefield of the future—particularly when the time frame is 10 years in the future—is greatly complicated by the necessity for developing United States organization, weapons, and matériel requirements concurrently with developing similar items that may be used by our opponents. Should this visualization be based on the assumption that the enemy will be equally, more, or less advanced technologically than the United States? Even after making an assumption on this matter, a researcher is still faced with determining to which specific fields of technological studies this assumption can be applied. Although this problem area is filled with uncertainties, it cannot be ignored if we are to properly and accurately develop future doctrine in accord with College philosophy. By the same token valid assumptions based on both logic and the best available intelligence should lead to sound conclusions concerning future enemy capabilities and thus give a satisfactory degree of validity to the final product. In the field of friendly capabilities the area of uncertainty is less formidable as the researcher can visit our various technical laboratories and developmental agencies and can secure fairly reliable forecasts in almost any field he chooses to explore.

In the development of doctrine another

problem lies in the field of evaluation. In this respect the researcher must first determine all of the various types of operation which the United States (or Western Powers) must be capable of conducting if they are to live and operate successfully on the battlefield of the future. Within each of these types of operation there will be many variables. To arrive eventually at the soundest possible set of concepts, each individual operation must be carefully analyzed and evaluated in the light of each variable.

in the future, instead of present forces, obviously increases vastly the number of interdependent variables in force composition, weapons yields, organization, and like items that might occur in the next few years and the magnitude of the mathematical problem becomes apparent. For example, as was stated in a recent RAND study entitled, "An Appreciation of Systems Analysis," in one operation analysis made during World War II and dealing with a bomber formation, the planes were B-17s, their number was given, the tar-



Whichever of the many evaluation methods is used, the evaluator is still faced with a problem that requires the proper handling of many variables, any one of which, if dealt with incorrectly, could invalidate his entire effort.

The application of scientific analysis to assist in the determination of proper military decisions or composition of forces is not new. During World War II operations research methods were applied to many problems with considerable success. However, the application of scientific analysis methods to arrive at decisions concerning future doctrine requires much more skill. Consideration of the military force in existence 2, 3, 10, or 15 years

gets were given, the size and number of bombs were given, and the enemy defenses were given. For a similar analysis of future operations these figures become variables, some of which are under our control, some subject to the enemy's control, and some are subject to nobody's control. But all are variables and, moreover, they are all interdependent.

Although mention has been made of only two major problem areas, there are many more such areas which could be considered. Methods to improve all types of efforts in the doctrinal field are being constantly explored and the researchers are certainly not lacking interesting and challenging problems which must be solved

successfully in the interests of national security.

Toward a Common Objective

Let us now consider the liaison or coordination which is essential if the College doctrinal development efforts, as well as the doctrinal efforts of the many other schools and headquarters, are to be directed toward a common objective and are not to duplicate work previously or concurrently conducted. (Figure 6.)

To establish a desirable and realistic relationship with developmental work being accomplished by other Department of the Army agencies, the College uses as a point of departure the appropriate Continental Army Command concepts of future tactical and logistical organizations and procedures. The College is, however, not bound by these or any other preconceived concepts in the independent development of doctrine but uses selected, appropriate ones as a basis and then develops its own concepts.

To keep abreast of the work being accomplished by other agencies, this College is on the distribution list for the written work of all of the Army schools that are engaged in this field of endeavor and, in addition, tries to exchange as many personal visits by officers engaged in this doctrinal work as time and funds permit. Of particular interest in this work are the efforts of The Infantry School at Fort Benning, The Artillery and Guided Missile School at Fort Sill, The Armored School at Fort Knox, the Antiaircraft and Guided Missile School at Fort Bliss, the Aviation School at Fort Rucker, and the schools and other developmental agencies of the Technical and Administrative Services.

Also of vital interest to the College developmental agencies are the many civilian universities and other research organizations, some of which are under contract to the Army, engaged in research and development in highly diversified fields.

Here, too, close contact in the form of officer visits to the laboratory of interest is of utmost importance and keeps all concerned abreast of current thinking in almost all fields.

Another area of interest and coordination is with the Navy, the Marine Corps, and the Air Force. Since the conditions under which newly developed tactical and logistical doctrine is employed will be influenced greatly by the actions of these sister services, full consideration is given to both the established and the officially proposed doctrine of each of these services. The College, however, is not bound by any concept in such doctrine except those which are considered to be logical and realistic.

As the last and certainly an important means of coordination, the College is called upon, as it calls upon others, to review and comment on projects prepared by Department of the Army agencies relating to the employment of combined arms, dealing with battalions or higher level units, to include the tactical use of atomic weapons.

The primary emphasis so far in this article has been to acquaint the reader with the position of research and analysis in this College and with the general procedures which must be followed if the College doctrinal mission is to be successfully accomplished. However, the broad trends in current United States doctrine and the general trends in organization, both tactical and logistical, should be described. Naturally, these trends are somewhat different for conditions which do not visualize the use of atomic weapons than they are for conditions which do. Since the interest of most readers will be principally in the area of atomic warfare, trends under nonactive atomic conditions will be dismissed as being covered in even more pressing forms under active atomic conditions. This must not be taken to mean that this type of warfare is be-

ing overlooked in College thinking; actually it is studied concurrently with active atomic combat.

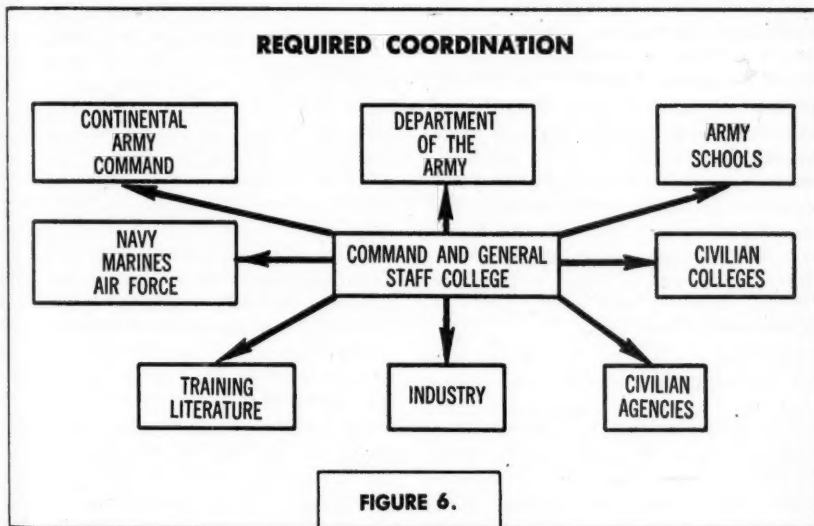
Doctrinal Trends

As is well known the basic elements of all tactical doctrine are fire and movement. Tactics seek to provide the coordination of fire and movement to obtain optimum results in combat.

Throughout the ages changes in tactics have alternated as the domination of one

which, in turn, determine the broad trends of development which have been banded about so much as to have become clichés.

These problems and the broad trends they create are: first, and one which was mentioned earlier as the second step in the College philosophy for developing doctrine, the problem of survival on the battlefield to conduct successful combat operations. This imposes the first broad trend—the necessity for dispersal. The second broad trend develops from the require-



element over the other has oscillated back and forth. Technical developments have had a decisive influence on the mutual relationship of this combination of fire and movement. At the present time adaptation of the atomic weapon to the battlefield dominates most military thinking. Its destructive power dominates the tactical scene. Air movement represents the only means apparent, at present, of bringing movement back into any kind of more equitable relationship. It is the destructive power then of the atomic weapon that creates the most current combat problems

ment for a capability to concentrate sufficiently and rapidly from dispersed dispositions in order to fight successfully. It imposes a need for mobility increased considerably beyond that which is being attained at present. Lastly, the tremendous destructive effect of the atomic weapon imposes a requirement for flexibility and the capacity to react correctly and rapidly to unusual, unexpected situations. These, then, are the three broad trends: more dispersal, more mobility, and more flexibility.

These are terms which are heard with

increasing frequency since the advent of the atomic age, and to which, no doubt, most readers have given considerable thought.

Emphasis on Dispersion

It is realized that the threat of an atomic attack will cause great emphasis to be placed on dispersion. It does not take a great deal of thought to realize that dispersion, both laterally and in depth, including administrative as well as tactical echelons, will be necessary because of the special purpose weapons. The highly important problem is to determine the degree of dispersion required.

Problems also exist with respect to offensive doctrine. Current doctrine states that the offense should stress extremely mobile ground forces, with sustained combat power including atomic support, capable of penetrating deep into the enemy rear. There, these mobile ground forces strike swiftly against rear installations, reserves, supplies, and other forms of support and destroy them.

Organizationally speaking, the type of unit required for fighting any future major war must be capable of rapid cross-country movement so as to be able to concentrate and disperse quickly which requires very accurate training. It must possess operational and tactical speed coupled with firepower and shock action, and it must have the communications for close control of dispersed operations.

To meet these requirements of fluid warfare, the current infantry division must be augmented to give it the necessary firepower and mobility. Although the current armored division is better suited to the task it, too, has several characteristics which militate against its use in this type warfare. But those involved in the development work cannot stop here—satisfied with what now exists. They must be constantly probing into the future to try to improve current tactics, equipment, and

organization, or to devise entirely new concepts which will accomplish the job even better in the future than it can be done now.

One of the many requirements imposed by current doctrinal trends is to determine the composition of the basic combat unit or battle group. It is generally accepted that this unit should be of about battalion size, but it must have a greater firepower-to-manpower ratio than is available in current battalions. It must have sufficient conventional firepower to maintain integrity within the unit and to attack targets within its area of operations; normally these are handled by conventional battalion weapons, except, of course, for mass targets. It will probably require normal conventional fire support now supplied by nonorganic units. How much of this support will be integral to the battalion and how much will continue to be provided by higher echelons is yet to be determined. Whether or not atomic firepower should be provided within this unit, when available in appropriate calibers, is not presently apparent. In general, it must be more capable of independent action than are current battalions.

The optimum number of such units that should be included in the division and the relationship of these units to higher headquarters within the division are other important problems to be considered. The need is recognized for a greater degree of flexibility in these units for the capability of operating at greater distances than before, and for the ability to group effectively in different patterns to meet specific situations. At the present time, efforts are being directed at determining whether this can be better accomplished within the framework of the present regimental organization, if made more flexible, or by an alternate solution such as adapting the armored combat command principle to the current infantry division organization.

Another problem resulting from dis-

person is that of controlling the areas between the basic combat units. The task here is to determine how much of such control is to be provided by normally adjacent combat units in the form of screens, patrols, and outposts, and how much should be left to more specialized reconnaissance units. This problem is further involved by the question of the allocation of such units between battalion, regiment, or combat command, and division.

Associated Problems

Above the division level is the vital question of reconnaissance elements capable of locating targets in sufficient time to permit the use of atomic weapons upon them. This includes means of all kinds—air, electronic, and other mechanical means—capable of providing surveillance of forward areas and of transmitting prompt and timely information on atomic targets.

Still another requirement to be solved is the question of the communications required to transmit intelligence, commands, and to otherwise coordinate operations. The three circumstances which bear on these requirements are: the degree of dispersion required, the provisions to enable lower headquarters to effectively take over command if higher headquarters are eliminated, and the shortage of communications nets and channels in the face of increasing demands for them. The problems here are, technically, to determine an area type of communications system providing the necessary flexibility; and organizationally, to determine the proper allocation of communication personnel, responsibilities, and equipment between the division signal battalion and the regiments or combat commands within divisions.

Personnel-wise, the scale of destruction of the atomic weapons with the attendant necessity for providing duplicate installations and facilities, and the requirement for wider and deeper formations impose a demand for more manpower to conduct

combat operations successfully on the atomic battlefield. The scale of possible destruction, which may result in the loss of entire units, will force a system of unit replacement whereby personnel already trained and accustomed to operating with one another will replace units eliminated by the atomic weapon.

Dispersed operations and the potential confusion created by the atomic weapon will place a higher premium than usual on unit leadership at all levels. This imposes a demand at battalion and lower unit levels for leaders with a greater grasp of the principles of employment of combined arms and who are capable of exercising a stronger degree of control over their units, of reacting rapidly to unexpected situations, of sizing them up accurately, and of arriving promptly at sound decisions.

Logistical Requirements

So far in this discussion of trends, concentration has been on tactical requirements. An equally important problem area, of course, is that of logistical requirements.

Independent of any effect of the atomic weapon, the trend is toward a functional type organization at division level. Within both the field army and theater of operations the problem is to meet the requirements posed by the dispersion required by the atomic weapon on one hand, and the support of a war of greater movement on the other.

The dispersion factor will require duplication and, therefore, more and smaller supply installations. These, in turn, will require either higher supply levels, a considerable reduction in the number of required items by reducing the number of types, accepting an exchange maintenance policy, providing a more rapid system of response, or taking a combination of measures at least until transportation means are greatly improved. This dispersion

problem again imposes requirements for more extensive communications facilities. Of interest, too, is the fact that no longer can the planner think in terms of a few major ports for the largest possible number of ports and beaches must be developed to reduce the impact of the total loss of any of them.

In view of the tremendous destructive power of the atomic weapon, the requirement for support of a war of greater movement will probably make an air line of communications desirable if proper support is to be given to dispersed operations, particularly deep penetrations.

These, then, are the trends in doctrine and organization as they now appear to the College doctrinal personnel. It is regretted that the ultimate destination of these trends cannot be predicted more specifically at this time, but if that were possible, there would be little need for the organization which the College now has operating in this field. Although this doctrinal development work is challenging, all concerned are confident that the pressing requirement for sound future doctrine can be met with proper organization and guidance and forward thinking directed into meaningful channels.

THE MISSION OF THE MILITARY REVIEW

The **MILITARY REVIEW** has the mission of disseminating modern military thought and current Army doctrine concerning command and staff procedures of the division and higher echelons and to provide a forum for articles which stimulate military thinking. Authors, civilian and military alike, are encouraged to submit materials which will assist in the fulfillment of this mission.

Competition for Military Writers

Remuneration for all published articles submitted by military writers (active-duty personnel of the uniformed services of the United States Armed Forces and students of Allied countries while attending the Command and General Staff College) in the magazine is on a competitive basis.

Monthly Award—All articles written by military authors published in each issue are reviewed by a board of officers representing the Command and General Staff College. The board selects the first and second best articles published each month. The authors of the selected articles receive \$100 and \$50, respectively.

Annual Award—When 12 monthly awards have been made, the 12 first place articles are reviewed by the Faculty Board and the Annual Award article selected. The author of the Annual Award article receives \$350.

The selection of both monthly and annual awards is based upon the soundness, readability, completeness, reader appeal, accuracy, substance, originality of thought, authoritativeness, and the over-all merit and quality of the article.

Civilian Writers

Reimbursement for published articles submitted to the **MILITARY REVIEW** by civilian authors (to include retired military personnel, and reserve personnel not on active duty) is on an individual basis.

ON THE LIFE OF RILEY

Colonel James L. Cantrell, *Artillery*
Faculty, Command and General Staff College

15 March 1956

Major John Q. Riley
Headquarters, 12th Infantry Division
APO 12, New York, New York

Dear Major Riley:

Congratulations on your selection to attend the Regular Course at the Command and General Staff College next year. I am happy for you.

I know that you are looking forward to this assignment and that you will come here determined to make friends and influence people. You will study a great deal. You will experience some very real anxiety and frustration at times, but with your sense of humor—and you'll need it here—you will fare very well. When next spring comes and you are eagerly awaiting the visit of the team from Career Management to announce your next assignment, you will begin to look back on your tour at Leavenworth as one of the most profitable and most pleasant years of your life.

Very soon you will be getting information packets from the College. However, I am presuming to make some personal observations for what they may be worth to you.

You will be struck by the efficiency, friendliness, and eagerness to be helpful on the part of everyone out here. To facilitate your getting settled, a special processing center will be set up in the west end of Gruber Hall (which houses the classrooms for the Regular Course) just before the course begins. Every activity, official and extra-curricular, will be represented. By the time you have gone through the processing line, you will have done everything from completing your travel voucher to joining the Dramatics Club and subscribing for newspapers. Mrs. Riley probably will be signed up as a Den Mother, your older son for the Scouts and the Army Brats Club, and your younger son as a Cub Scout. There will be a Kiddie Korral for the tots and outside a picket line for pets alongside some displays from the Fort Leavenworth Museum. The entire processing should take at the most only a couple of hours. And if you aren't too eager to sign in early on the first registration day, you can do it all in half the time a little later. I suggest that you register in the afternoon of the first day, or preferably on the second day, after the rush is over.

In the processing line you will learn whether or not your furniture has arrived. If it has arrived, the transportation officer already will have placed it in your quarters. If it has not arrived, you can ask the quartermaster to send out cots, linen, pillows, and blankets for your use until your furniture does arrive. I suspect that you will undoubtedly settle yourselves here with the least work and worry in your experience.

The student officer assigned to Fort Leavenworth is afforded a great challenge and unparalleled opportunity. His tour here can be one of the most profitable and most pleasant years of his entire military career

You will find the classroom work here to be a new experience. It differs fundamentally from that at branch schools for the goal here is education rather than training. For a while you may feel like a fish out of water until you come to accept the idea that a problem of tactics at the division, corps, or army level cannot be settled with the satisfying precision which can be expected of a problem at battalion level. There is some "training" here—basic staff functions and techniques, the mechanics of the preparation of orders, estimates, and reports—but these items are the tools of the trade. The main goal here is educational, to improve one's powers of orderly thinking and logical reasoning, hence the marked difference at the College. After all, this is the senior school of tactics.

Organization here is different, too, for there are no student regiments and no formations in the ordinary sense of the term. The students of the course, being seasoned and selected officers, are expected to maintain high standards of deportment and a military bearing and appearance without formations and inspections. An officer on the faculty is designated as the Class Supervisor. He is, for all practical purposes, the student detachment commander. He maintains contact with the students through personal contact and through the several class leaders who are the senior students in their respective classrooms and who render the necessary daily attendance reports and organize and conduct the various extracurricular activities of their respective classes. The Class Supervisor is assisted by the various organizations and offices of the Post in the administration of student affairs.

I might remind you, however, that the Regular Course does not enjoy all the attention of the College and the Post. Here is a typical year's student population.

| Approximate | | | |
|-------------------------|------|----------|------------------|
| Course | Size | Duration | Courses per Year |
| Regular | 625 | 41 weeks | 1 |
| Associate | 285 | 16 weeks | 2 |
| Special Weapons | 70 | 5 weeks | 5 |
| National Guard Division | | | |
| Refresher | 250 | 1 week | 1 |
| US Army Reserve | | | |
| Division Refresher | 250 | 1 week | 1 |
| Logistical Command | | | |
| Refresher | 250 | 2 weeks | 1 |

You can see from the above that this busy institution is involved in the teaching and administration of some 2,300 officers who attend the various courses here annually. This does not consider the administration of extension courses for a large number of officers, but you will have little or no contact with the College's extension course work while you are here.

Of the courses listed, only the members of the Regular Course are here on permanent assignment since members of the other courses come here on temporary duty

Colonel James L. Cantrell is Class Supervisor of the Command and General Staff College. A graduate of the United States Military Academy in 1939, he served with the 70th Field Artillery Battalion during World War II. He was assigned for a 2-year period as a staff officer with the Office, Plans Division, War Department General Staff. Following his graduation from the Graduate School of Princeton University in June 1949, he was assigned to the Intelligence Division, Headquarters, European Command. He attended the 1952-53 Regular Course of the Command and General Staff College and was then assigned to the faculty. He assumed his present position in June 1954.

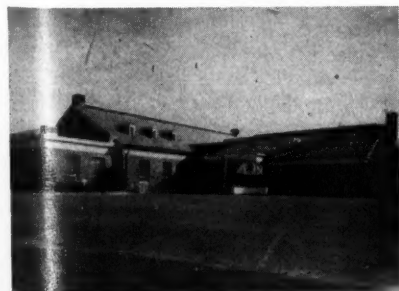
and are provided Bachelor Officers' Quarters accommodations. A few officers attending the Associate Courses bring their families at their own expense, but unfortunately they must find quarters downtown.

The typical unit of instruction is called a "Map Exercise." You will be placed in the role of a staff officer or commander and given a situation on a map and certain other facts. You will be required to make certain estimates, or parts thereof, and to take actions or make appropriate recommendations or decisions. Emphasis is on the conference method, rather than the lecture, to require you to think on your feet and to speak as well as to think and write at your desk. There is also a significant amount of work done in staff groups and maneuver groups where committee type work produces a group solution.

In the course of a normal day you will be in class 6 to 7 hours. You will find yourself studying 3 to 4 hours at night.

This year the Regular Course has a total of 525 Army officers, 9 Air Force officers, 8 Marine officers, 1 Navy officer, and 78 officers from 40 Allied countries. It is organized into 12 classes, each with its own classroom. Assuming that the total number next year is approximately the same, each of the 12 classes will have about 52 officers from all arms and most of the services of the Army and from the Marine Corps, the Navy, the Air Force, and some of the Allied countries. A typical classroom has officers as follows:

| | | |
|---|---|--------|
| By Branch: | Infantry | 15 |
| | Artillery | 11 |
| | Armor | 4 |
| | Corps of Engineers | 4 |
| | Transportation Corps | 1 or 2 |
| | Quartermaster Corps | 1 or 2 |
| | Ordnance Corps | 1 or 2 |
| | Administrative Services, Medical, Signal, and Chemical Corps, Air Force, and Marine Corps | 6 or 7 |
| | Allied officers | 6 or 7 |
| United States officers by Rank: (there are very few Colonels in the course) | | |
| | Lieutenant Colonel | 15 |
| | Major | 22 |
| | Captain | 9 |



Officers' Mess

The typical officer is 36 years old, has a Bachelor's degree and has 12 years' commissioned service. He served overseas in World War II.

As there is a lot of experience in any one classroom, the discussion periods are most valuable because you can get an insight into the wealth of knowledge and experience which the other officers possess.

Of course, there are many extracurricular activities which will probably suit the tastes of almost everyone. There are sports for us all, individually or in groups.

As you can readily see from the picture, we have one of the finest clubs in the Army. It is a comfortable and gracious place for parties of all kinds. We also have the Dramatics Club, the Fort Leavenworth Hunt, Skeet Club, Great Books Group, and many others.

I don't think time will drag next year for you. If you have any questions which I possibly may answer, please ask them.

We send our best regards to you and your family.

Sincerely,

/s/ James L. Cantrell

* * * * *

APO 12
3 April 1956

Dear Colonel Cantrell:

Thank you for your letter of 15 March. I hope that you will excuse this short note but I am hurrying to get ready to go with the Chief on a 10-day trip. There are some things which we would like to know about.

Will you tell us something about the quarters situation? I have heard that a few officers in the Regular Course had a problem on that last summer.

Does the hospital provide any dependent care?

Please tell us a little about facilities for physical exercise.

What do we do about the boys' schooling? Are there any organized activities for them?

With everybody in school, what can my wife do to make her feel like a useful member of the community?

I hope that you will pardon the absence of news as there is really not much to report. We are beginning to pack our household goods in preparation for our move. We've had a good time over here but it's been long enough. We shall be glad to go home.

Sincerely yours,

/s/ John Q. Riley

* * * * *

15 April 1956

Dear Riley:

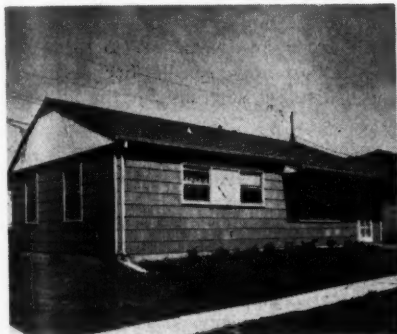
Let me get right to your questions.

First, about quarters. Most of the students are quartered in four areas. The Beehive is traditionally the place for the larger families; it has 3- and 4-bedroom apartments. East Normandy now is being converted to 4-bedroom duplexes. It will be occupied when completed this summer, partly by permanently assigned personnel and partly by students. West Normandy has a few 2-bedroom apartments and over one hundred 3-bedroom apartments. This housing consists of some block and some wood

construction of the barracks type converted to quadruplexes. The fourth area is Pershing Park, an area of over 200 individual 3-bedroom Wherry houses. I am including pictures of both the Beehive and the Wherry housing area.

Quarters are assigned on the basis of size of family and, within groups having the same housing requirements, seniority. Questionnaires are mailed out—perhaps you already have yours—and as soon as all the answers are received the Post makes the master plan so that no matter when you arrive you get the quarters earmarked for you according to the Post's housing policy. I understand that some of your class, like some of the students this year, will have to live off the Post. They will be apprised of the fact and advised to come early to seek off-Post housing.

You asked about the housing problem last year. A few officers, in response to the housing questionnaire mailed last spring, declined to accept possible assignment to "inadequate" quarters in West Normandy. That was a mistake for they found it rather difficult to obtain a place downtown. I recommend that you do *not* refuse West Nor-



Wherry housing area



The Beehive

mandy. Furthermore, your willingness to accept inadequate quarters in West Normandy will *not* jeopardize you if the size and seniority of the Riley family rate better quarters.

There is another factor, too. There's a lot of good fun to be had in and around the neighborhood. For me, I wouldn't take anything for the pleasure of living close to a fine group of contemporaries. I believe that you will feel the same way.

Second, medical care for dependents. I doubt if there is a Post in the United States where the Post Surgeon tries as hard to take care of dependents—and we have them here, too. The class alone has over 1,700 dependents. There are 5 families with 6 children and 14 with 5 children. The permanent party personnel have probably another 1,000 dependents. The Surgeon has very active Gray Lady and Nurses' Aide groups supporting him as it helps him to make the maximum use of his doctors and nurses, but it is fantastic how much medical service is provided with such a small staff. All of the children are given a physical examination before they start to school in the fall—locally termed the "Round-up." Then later all the wives are given, on a voluntary basis, an annual "Chick's Check-up." I commend these services to you. You should take advantage of them.

Third, about sports. Considering numbers and time involved, golf is certainly the

number one sport around here. For you younger lads there are other pastimes—tennis, handball, squash, and swimming. We also have student leagues going full blast in volleyball and bowling, and we are now organizing a softball league. The Post has a very active hunt. Horse lover that you are, you will probably buy a horse and take part in the hunts and horse shows. Hunting and fishing are also available in this area. You know how important it is to keep in good physical condition. The Commandant places great emphasis on it.

Fourth, about schools. The Kansas school system is good and right here on the Post is one of Kansas' best grammar schools. We have been pleased with our children's progress. A bus, provided by contributions to the Post Activities Fund, picks the children up and returns them home. If you live downtown, the children have to go to school downtown. You aren't faced with the problem, but the high school children have to go downtown because the Post school goes only through the eighth grade.

Fifth, you asked what the ladies can do. Here is a rundown on some of the organized activities for the ladies on the Post. The Fort Leavenworth Women's Club sponsors these groups—Art, Book Exchange, Bowling, Choral, Duplicate Bridge, Afternoon Duplicate Bridge, Golf, Great Books, House and Garden, International (to bring the wives of the Allied officer students actively into the Post life), Needle, Social Bridge, Streamliners, and Tennis. They also sponsor the Senior Set, a group for the pleasure of our own parents who may be living with us.

With the Women's Club being obviously such a big organization, there is the room and the need for lots of the ladies to help in the administration of the Club itself.

Not related to the Women's Club, but just as active and just as essential are the Gray Lady, Nurses' Aide, Sunday School, Parent-Teacher Association, Scouting activities, and others. Speaking of Scouting activities, the Cub Pack here is reportedly the largest in the world. This means that many Den Mothers are needed. The Brownies and Girl Scouts need leaders, too. It is also reported that we have the second largest Sunday School in the Army. Naturally we need many Sunday School teachers. The Choir and the Altar Guild are both well organized but they depend greatly on student participation. Religious activities, like others here, are extensive in both chapels.

I don't think the ladies will be idle from lack of things to do. Before you realize it the end will be in sight and, like the students are doing now, you will be planning a Wives' Diploma Party when you will want to bestow on your wife the degree of P.H.T. (Pushin' Hubby Thru) and see her declared a *gradumate* of this institution.

You asked about things for the children to do. There is an exceptionally well-organized program for children of all ages. I mentioned the Brownies, Girl Scouts, and the Cubs. There is an active Boy Scout Troop and an Explorer Post, too. At almost any time you will find children of various ages taking lessons in swimming, dancing, and arts and craft. These activities are supported by the Post Activities Fund which receives its funds from the annual United Fund Drive. This Post Activities Fund supports a Community Center where the young folks can go at any time on their own as well as for the organized activities I have mentioned. The Fifth, Sixth, Seventh, and Eighth graders are organized into "Clubs 56" and "78." These clubs sponsor evening affairs where the children get together for games, dancing, and refreshments.

The high school children have an Army Brats Club which is a valuable youth activity. They have parties of all types, organized and chaperoned by their parents.

So much for things to do at Fort Leavenworth. I think it is fair to say that anyone who does not find life at Fort Leavenworth a pleasant and profitable experience just does not try to help, not even himself.

I am sure you will enjoy it here. Of course, you will be only 1 in 600; so your status will not be the same as if you were a battalion commander. The College and the Post do their best to make things easy and convenient for the student. But still it's a fact that when things are done here, the Post must perform or must be able to perform for not 1, but 600. If you will remember that, you won't be bothered. All you have to do is to make a reasonable request in reasonable terms and every reasonable effort will be made to fulfill it.

I should not end this letter without mentioning the unique opportunity afforded all of us to meet the officers from other countries. This year we have 78 officers from 40 nations who are all selected representatives of their governments. We not only teach them our methods but, at the same time, profit by what we learn from them.

One final recommendation. Join in the extracurricular activities of the class. I know you will be in on the athletic competition in the classes, but I think you will miss a great deal if you don't help otherwise. Assuming that you are still a camera bug, you will want to help out in the preparation of a yearbook—if you have one. The class last year published the first real yearbook in the history of the College and the present class is also publishing one. I imagine your class will want one, too.

I know you will enjoy the experience which is in store for you. You will come here to study the problems of the General Staff officer and the commander at the division, corps, and army level and comparable levels of the communications zone. It is a great challenge so keep these two points in mind: Remember that running a division is a complex matter; you probably will *never* be able to reconcile completely all the complicated, and frequently contradictory, considerations that bear on the problem. So don't get lost in a maze of details, but stay with the significant and the essential elements. Remember also that you are not going to run a division *by yourself*. You will need officers to help you whom you know, whose traits you know, and on whom you can rely. Here is an unparalleled opportunity to learn a great deal about a large number of your contemporaries. Study them; learn from them; learn them. I do not minimize the value of what can be learned from the curriculum, but I warn you that it is easy to become preoccupied with the academic side and to lose your perspective. With a perspective lost, a sense of humor likely is lost and the all-important human and pleasant side of life is lost. Don't let this happen to you.

Sincerely,

/s/ James L. Cantrell

The Army and the Nation have every reason to be proud of Fort Leavenworth, for it symbolizes the best traditions of the United States Armed Forces.

Lieutenant General Henry I. Hodes

The Allied Officer at the College

Colonel Meade J. Dugas, *Infantry*
Faculty, Command and General Staff College

TODAY'S free world global defense system is a realistic application of a lesson of history taught by two world wars and the conflict in Korea—that the best security for any one nation or group of nations is found in the principle of "Unity and Strength." In such security alignment is underwritten the indispensability of each member nation. The strengthening and furtherance of this coalition as a bulwark against an aggressor requires patience, sacrifice, and cooperation emanating from mutual respect and understanding in the varied fields of human behavior and endeavor.

With the many worldwide pacts, alliances, mutual defense organizations, and joint and combined staffs; with the interchange and standardization of weapons, tactics, techniques, and terminology; and with freedom itself dependent on the effective application of the combined forces of the free world at the outbreak of hostilities it is essential that the member nations have a mutual understanding of each other's military establishments. From the inception of this realization the free world nations have placed ever-increasing emphasis on military exchange training and education provided at technical, basic arms, and combined arms and staff institutions.

One of the major contributors to this program is the Command and General Staff College. Approximately one-seventh of the highly prized 600 student spaces in the

Regular Course are presently allocated to officers from Allied countries. The loss of these spaces to United States Army officers is more than compensated for by the over-all contribution to free world solidarity. Some of these Allied graduates have later become regional governors, national chiefs of staffs, ministers, and even presidents. If these are exceptions to the rule, then the true contribution of the College Allied Officer Program is that many of these Allied officers, learned and skilled in the tactics, techniques, and organization of the United States Army, will occupy key positions in combined Allied military headquarters where the major decisions for employment of combined Allied forces are made.

Allied participation in resident instruction, which began in 1908, gained recognition of its full potential in the crucial days of World War II, when Allied nations suddenly found their forces thrown into combined military operations on a grand scale and their officers working together on joint and combined staffs. From 1908 to the end of 1942 the total Allied student enrollment at the College was only 49 officers representing 10 countries. Today, nearly 1,300 Allied students representing 56 countries have attended a course at Leavenworth. This academic year 120 Allied students from 40 countries were enrolled in three different courses, which varied in duration. Currently attending the 41-week Regular Course—the only

Attendance of Allied officers at the College contributes to the development of good will, mutual understanding, and trust so necessary in the efficient functioning of combined military endeavor of free nations

course normally available to Allied students—are 78 Allied officers from 40 different countries. This is the largest representation, both as to total number of students and nations, ever present in any one course.

Insufficient familiarity with indigenous language, habits, customs, and military fundamentals coupled with varied Allied officer background levels present problems in understanding which are peculiar to only Allied personnel. An important consideration is that in courses attended by American Army officers the Allied student occupies exactly the same status as his fellow United States students, with all instruction being presented in English and with the assumption that all students are grounded in United States military rudiments. This means that in order for the Allied student to participate on an equitable basis with the United States student and thus experience similar opportunities, he must first be able to understand English and have a working knowledge of United States Army tactics, techniques, and organization at lower unit levels as well as familiarity with the tools used in solving military problems at this College. Further, he must be free of unusually burdensome personal problems in order that he may concentrate on his studies. Another major consideration is that the knowledge acquired by Allied students will be of greater value to the Allied cause if he also acquires an under-

standing of the United States. This means that in addition to strictly academic instruction the Allied officer must be provided ample opportunity to become acquainted with the United States way of life, her cultures and her ideals.

A College agency called the Office of the Supervisor of Allied Personnel is provided to assist the Allied student in solving these special problems in understanding throughout the academic year. To assure him maximum benefit from his instruction and other resident experiences, the College aims at his complete integration in his new environment but, for optimum efficiency and economy, integration must necessarily follow an evolutionary process.

Prior to the appointment of an Allied officer from a non-English speaking country as a student in the Regular Course, he should achieve a passing score on the College prepared English language qualifying examination. A rather low minimum score is established since these Allied officers attend a 2-month Allied Preparatory Course conducted at the College in July and August. This course, designed to provide students from Allied countries with the required English language ability and the necessary United States military background, is divided into two phases: English language instruction; and United States military organization, tactics, and techniques below division level.

The English language course conducted during July covers not only elementary and advanced English but also United States Military English and slang. Within the framework of the language instruction numerous aspects of United States military and civilian life are brought to light. Although primary emphasis is placed on oral understanding, writing instruction is also integrated into all preparatory course work. This course is tailored to fit each Allied officer's needs with the language instructional material ranging from very

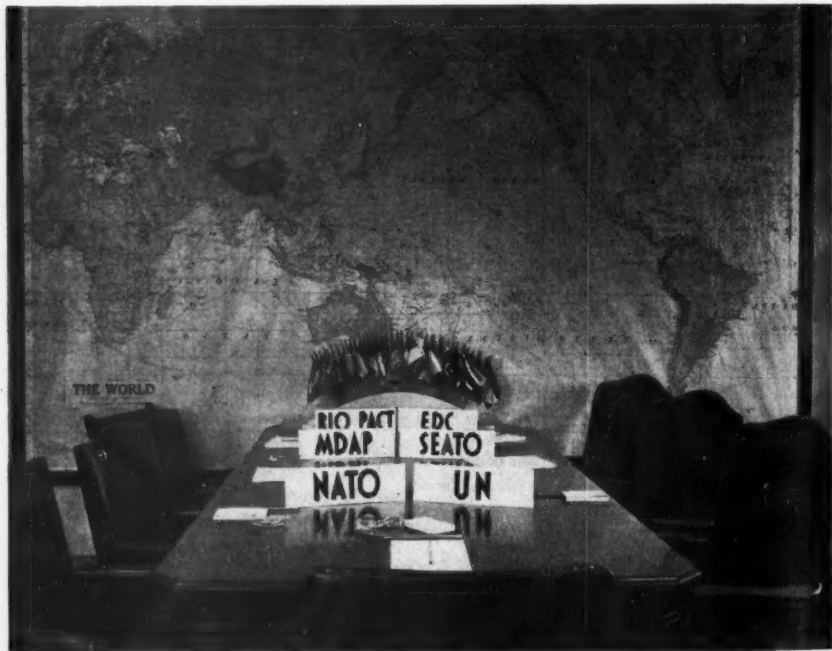
Colonel Meade J. Dugas is Supervisor of Allied Personnel at the Command and General Staff College. He graduated from the United States Military Academy in 1934. He has also attended The Infantry School, Command and General Staff College, Armed Forces Staff College, and Army War College. During World War II he served in Europe with the 76th Infantry Division and 385th Infantry. Later assignments include duty with the XV Corps, 18th Infantry, GHQ in Japan, Military Advisory Group for Japan, and as an instructor at The Infantry School. He was assigned to the College in 1952.

basic to highly advanced. Although the students do receive an English proficiency certificate after the first month of instruction, language instruction does not end there, but is incorporated to a lesser degree in the remainder of the Preparatory Course.

Allied officers completing the first phase are joined by Allied officers from English speaking countries, and United States

reading, principles of staff organization, basic computations, command and staff estimates, and joint air-ground operations. Language instruction during this phase is closely coordinated with the language knowledge required for understanding the material being presented.

Allied Preparatory Course completion brings a certain measure of academic self-sufficiency to the Allied officer. The least



Unity of the free world is typified at the College by representation of our allies.

Navy, Air Force, and Marine students for the second phase. In this instruction the student is acquainted with the organization and tactics of the United States Army, beginning with the smallest tactical unit and ending with the division including Infantry, Armor, and Artillery. Covered, in addition, are study methods, classroom techniques, military map and aerial photo

proficient English student has achieved approximately 50 percent comprehension of the spoken word permitting him to grasp ideas in classroom presentations at the normal rate of speech. The instruction in United States military fundamentals is sufficient at least to forestall irreparable confusion to the Allied officer, especially in the crucial early days of the class-

room instruction in the Regular Course.

During the classroom instruction the Allied student's progress is continually observed and analyzed. Members of the Office of the Supervisor of Allied Personnel are in the classrooms to assist those Allied students having difficulty and are also available for consultation and assistance after class hours. Whenever possible an Allied officer who needs assistance in English is seated next to a United States student who was an instructor in the Allied Preparatory Course. This Allied officer is also placed in a different classroom from other Allied students speaking his native language to stimulate



College Commandant receives scroll from Chinese Special Associate Course class.

English conversation with classroom associates. Faculty members are briefed on the language capabilities of each Allied student and are enjoined to seek his full participation in classroom work by progressive integration.

During the few presentations scheduled for United States students only, Allied students consider alternate material, review material already presented, receive orientation on College operations and administration, or participate in conducted education tours.

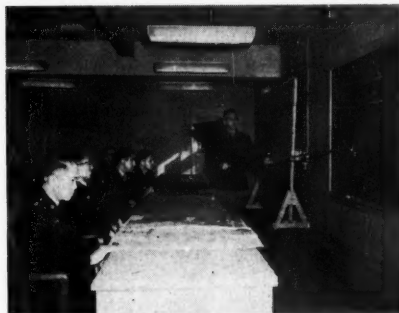
Realizing that an Allied officer must devote his undivided attention to the instruction to be presented, special assistance is extended to personal affairs.

Shortly after the Allied officer is notified by his government of his appointment to attend the College, he receives a letter of welcome and informational material. Upon his arrival in the local area he is met by an escort officer who,



Allied student officers in the audio-visual laboratory hear their own accents.

if possible, is qualified in the language of that particular country. The escort officer assists the Allied officer in registering and processing. If the Allied officer is without accompanying dependents, he is taken to prepared bachelor type quarters



A US officer instructs Allied student members of summer Preparatory Course.

at Fort Leavenworth to live with other Allied and United States students. The Allied officer with accompanying dependents is escorted to temporary hotel accommodations in Leavenworth and thereafter

assisted, if necessary, in locating a home in that city. He acquires privileges to Post services and to the Officers' Mess on



Allied officers visit US Army Hospital.

the same basis as military personnel of the United States. During this introductory period he undergoes intensive orientation. He is officially welcomed by the Commandant and senior members of the College and Post staffs.

Personal assistance provided to the Allied officer throughout the remainder of his stay encompasses a wide and diversified problem area with predominant attention given to matters of law, regulations, customs, and procedures as these



Allied officers checking into quarters.

bear upon his general well-being as a guest of the United States and member of the College community.

During the Preparatory Course the Al-

lied officer achieves a measure of self-sufficiency in community life by the bond of a common language, knowledge of how to use basic supporting facilities and services, and a growing list of helpful friends.

Once the Regular Course begins the



Allied officer and son watch as wife prepares food in their American home.

Allied officer quickly becomes a part of the class participating on equal terms in all student activity. Through daily contacts and exchange of social amenities with fellow United States students, the



The Commandant and Assistant Commandant welcome Regular Course Allied students and their wives at annual reception.

Allied student learns about the character and traits of the United States officer with whom he will be dealing in combined Allied military headquarters and other free world organizations. Conversely, the

United States officer learns about the Allied officer. From these intimate associations emanate the mutual understanding so necessary to efficient performance in common endeavor.

The many and varied extracurricular activities carried on by agencies of the College and Post widen the base of Allied



A sponsor's wife assists Allied wives in learning to sing English songs.

officer integration by providing media for the free exchange of views as well as national customs and methods of expression.

During free periods in the instructions



Officers from allied nations and their escort officer attend the American Royal Stock Show in Kansas City, Missouri.

the Allied officer acquires a reasonably enlightened view of total life in the United States. He is taken on organized local trips to witness sports contests;

tours the facilities of a university, social welfare and penal institutions, industrial plants, commercial centers, agricultural establishments, military troop installations; and museums. This program seeks to create Allied good will and friendship



Allied student addresses a civic group.

founded on actual state of being. Under no circumstances is the Allied officer subjected to falsifications or distortions. As he experiences from firsthand observation with no comment other than a factual explanation, so also does he draw his own conclusions.

The Allied officer takes maximum advantage of free time before, during, and



Allied officers in United States home.

after the course to visit on his own as many different areas throughout the United States and in other countries on the American Continent as his personal

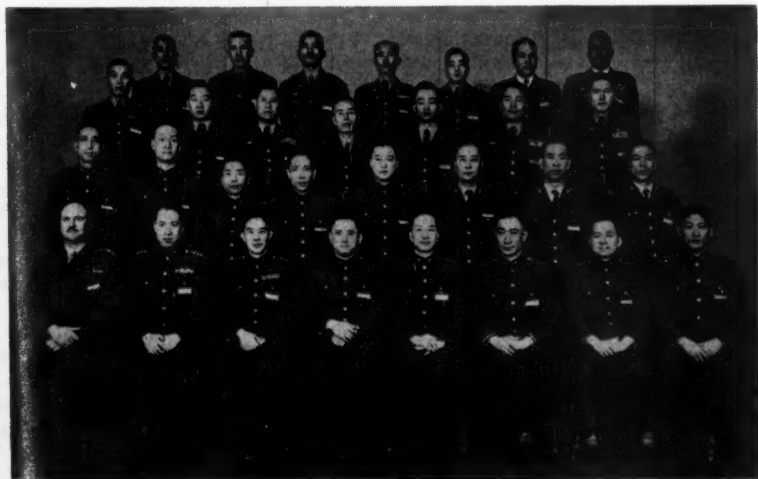


Nations of the Americas represented above are: Brazil, Canada, Chile, Colombia, Ecuador, Honduras, Mexico, Paraguay, Peru, and Venezuela. Below, from European countries are: Belgium, Denmark, France, Germany, Great Britain, Greece, Italy, Luxembourg, the Netherlands, Norway, Spain, Switzerland, and Yugoslavia.





Above, are officers from the Middle East, Africa, and Southeast Asia. Countries represented are: Burma, Egypt, Ethiopia, Indonesia, Iran, Iraq, Lebanon, Pakistan, Thailand, Turkey, and Vietnam. Below, are Allied students from the Far East and Pacific Ocean areas of Australia, China, Japan, Korea, and the Philippines.



means allow. Without fail he is impressed with the sameness of quality of United States people despite area variations in customs, habits, speech, occupation, and climate. In addition to the various trips, he is a frequent guest of many civic, social, religious, welfare, and educational clubs and organizations as well as of individual families in surrounding civilian communities.

Allied officers reciprocate by giving orientation talks on their countries to various civilian gatherings. Some are already members of international civic associations. Allied children enroll in community schools and impart to children of the host country an awareness of belonging to an international team and a vitalization of their interests in learning. Through informal discussions, newspaper articles, and radio and television broadcasts the Allied officer refines appreciation of the free world in the United States.

Reinforcing and supplementing the personal affairs and special orientation activities previously described is the Allied Sponsorship Program. "The Sponsorship Program is, to my mind, one of the outstanding aspects of the Command and General Staff College. It would interest many countries to have it explained in detail. I cannot praise it too highly." These comments of an Allied student in the current Regular Course express the opinion of most Allied officers and many ranking Allied visitors.

Operation of the Sponsorship Program begins each year when United States military officers stationed at Fort Leavenworth volunteer to sponsor one or more Allied officers. The United States officer either meets his sponsoree on arrival or calls on him soon after to offer assistance and invite him to his home that evening or in the next few days. As soon as practicable the sponsor takes his sponsoree on a tour of the Post and nearby communi-

ties or if the Allied officer has a family, the sponsor may assist him in locating living accommodations. The sponsor's wife assists the Allied wife in becoming familiar with the local community and in many instances offers the loan of housekeeping items and instruction in English if need be.

The Allied officer and his sponsor team up for attendance at social-cultural functions as well as other activities. He is a frequent guest in his sponsor's home where he finds comfort and relaxation. The relationship between Allied officer and sponsor finds its true expression in an equal exchange of ideas, concepts, social amenities, and friendship. These associations produce lasting friendships and from them the Allied officer acquires a firm understanding of American home life.

Conclusion

To meet this century's accelerated need for comprehensive Allied military preparedness capable of immediate effective combined operations, an ever-increasing number of Allied officers have come to the College to study higher echelon staff functioning, command, and tactics, to learn about their future associates in combined military endeavor, and to cultivate good will and friendship. Preparedness ensures freedom. More than a billion people of 57 free world countries by virtue of their Leavenworth graduates share in this security investment. Nearly a billion people of 40 Allied nations look now to their representatives at the College to represent them in the best national traditions. While some enjoy outstanding success, all are achieving the prime objective: to prepare to function efficiently in modern combined military endeavor of free world nations.

At the Command and General Staff College the Allied officer is himself an institution. He learns and he teaches. In this medium he fashions mutual understanding, friendship, and trust—the citadel of free men.

NONRESIDENT INSTRUCTION

Colonel Benjamin T. Harris, *Infantry*
Faculty, Command and General Staff College

AN OFFICER can acquire a Command and General Staff College-level education even though he is unable to attend a resident course of instruction at Fort Leavenworth. The College encourages Reserve officers, National Guard officers, and members of the Regular service to enroll in one of its nonresident courses. The eligibility requirement for enrollment in one of the Nonresident Programs is completion of either the Advanced Course, the Associate Advanced Course, the 50-series of the Army Extension Course Program of the particular branch school concerned, or experience equivalent to the completion of one of these courses.

If an officer's present or prospective duties, to include mobilization assignment, require special training at the College level, he may enroll for instruction in specific subjects which cover those duties or prospective duties. The College is prepared to recommend subjects which will meet the training needs of individuals assigned to specific command or staff positions requiring Leavenworth-level training.

Early in its history the College recognized the importance of providing ways for officers who could not attend resident courses to pursue similar instruction away from the College. Soon after the establishment at Fort Leavenworth of the first school of combined arms in 1881, demands for its instructional material were received from Regular Army and National

Guard personnel, and from influential citizens of the Nation. By 1889 letters from persons connected with the National Guard of States had been so numerous that the Commandant, Brevet Major General A. McD. McCook, mentioned this fact in his annual report.

General Order Number 80, Adjutant General's Office, 1891, authorized the Secretary of the United States Infantry and Cavalry School at Fort Leavenworth to supply textbooks to officers of the Army. The secretary, in his annual report dated 5 July 1895, remarked "There are but few officers in the service today who have not at one time or another, within the past 4 years, been supplied with military textbooks through this office."

It is interesting to note that in those years when the annual appropriation for the operation of the Infantry and Cavalry School was only 1,500 dollars, the secretary of the school was supplying textbooks, books of reference, and professional works which were sold to individual officers of the Army and State Militia and represented a net value in excess of 3,500 dollars annually. Since the publication of the 1891 Order, the College has continued to provide officers of all components of the Army with military publications of all types.

The next step taken to provide instructional material for use away from Fort Leavenworth was the periodic shipment of

One of the vital roles performed by the Command and General Staff College is the preparation of combined arms instructional material for both nonresident courses and for officers of Reserve components units

map problems, lectures, and other instructional matter which were used in resident instruction to subscribers who paid an annual fee. Known as the Mailing List, it started about 1907 and soon gained great popularity throughout the service. During annual budget hearings conducted by a Subcommittee of the House Committee on Appropriations in January 1922, the Commandant of the Command and General Staff School, Major General H. E. Ely, testified that there were 12,000 subscribers to the Mailing List at a time when the officer strength of the Regular Army was 12,000 to 13,000.

Among the subscribers were National Guard officers and a few civilians as well as Regular Army officers. Through this medium, instruction in combined arms was provided for many years to officers of the Regular Army, National Guard, and Reserves. Publication of the Mailing List was discontinued after 1929. This was probably due to the depression as well as the increased popularity of the correspondence course which had been established in 1921.

By War Department General Order Number 128, 1911, the Army Field Service and Correspondence School for Medical Officers was established as a part of a growing military educational institution at Fort Leavenworth. As set forth in that General Order, the correspondence school was to provide medical officers elementary

instruction in the methods and purposes of military plans and movements to enable them better to fulfill their duties in the field. It was also designed to prepare medical officers to participate at better advantage as students in actual attendance at the Field Service School for Medical Officers. This was the first correspondence course to be administered from Fort Leavenworth. It was short lived, apparently due to the advent of World War I.

First Army-Wide Courses

As early as 1913 some of the states were preparing and administering correspondence courses for the training of officers of their militia forces and by 1921 some chiefs of branches of the Regular Army were conducting correspondence courses for officers of their branches. But it was not until 1921 that regulations were published by the War Department establishing the first army-wide correspondence courses. The following extracts are from the letter of transmittal dated 17 December 1921 which accompanied these regulations and was signed by General of the Armies John J. Pershing, Chief of Staff:

The following regulations for the conduct of Army Correspondence Courses are furnished for the information and guidance of all concerned.

During the Fiscal Year 1922, courses given will be confined to a maximum of the first 78 hours of work in Course A, for each of the following branches: Infantry, Cavalry, Coast Artillery, and Field Artillery.

Except for the branches noted above, Correspondence Courses now being conducted under the jurisdiction of chiefs of branches may be continued during the Fiscal Year 1922. It must be borne in mind that after 30 June 1922, except as noted herein, these regulations will govern the conduct of all Army Correspondence Courses. Chiefs of branches should not inaugurate any new courses or methods of procedure which cannot

Colonel Benjamin T. Harris is Director of the Nonresident Department of the Command and General Staff College. He graduated from the United States Military Academy in 1933. He served in the Pacific with the 81st Infantry Division in World War II. During 1946 he was assigned to the Office of the Secretary of the General Staff, GHQ, Supreme Command Allied Powers, Japan and the following year joined the Plans and Operations Division, WDGS. He graduated from the Armed Forces Staff College in 1950 and until 1953 was assigned to the Joint Strategic Plans Group of the Joint Staff. He commanded the 17th Infantry in Korea and was G3, XVI Corps, in Japan prior to his assignment to the College in July 1954.

be amalgamated with the general system provided herein.

These regulations prescribed that "Correspondence Course D—combined course for all arms based on the work given by the School of the Line" would be prepared under the supervision of the Commandant, General Service Schools. Interrupted only by World War II, correspondence courses have been prepared at Fort Leavenworth continuously since 1921. The name was changed to Command and General Staff College Extension Courses in 1928 when the school was redesignated the Command and General Staff College.

Each war in which the United States has been involved has served to emphasize the importance of maintaining trained reserve forces. As a result, throughout the history of the College progressively greater emphasis has been given by our national leaders to the peacetime training of Reserve and National Guard personnel. The responsibilities of the College for non-resident instruction, and its means for supporting that instruction, have advanced in step with this increase in emphasis.

The important part which Reserve and National Guard officers will play in any future emergency is well understood by the staff and faculty at Leavenworth. They are fully aware of the important work the College can do to assist individual officers and units in preparing for the day when they may have to participate in combat. Thus conscious of the importance of its nonresident work, the College enthusiastically devotes its best efforts to the discharge of its responsibilities in the nonresident field. Today, these responsibilities include:

Preparation and administration of the extension course series appropriate to the grade of lieutenant colonel and additional subcourses to provide further opportunity for officers to prepare themselves for staff and command assignments at and above division levels.

Preparation and distribution of programs of instruction and instructional material utilized by the United States Army Reserve (USAR) Schools in their 5-year command and general staff-level program of instruction.

Preparation and distribution of instructional material suitable for training of staffs of Reserve components divisions and logistical commands.

Extension Course Program

The College Extension Course Program is a progressive program of instruction which requires about 900 hours of home study to complete. The program consists of 41 subcourses, all of which are based upon material used in resident instruction. The material covers fundamentals of combat, functions and techniques of the various General Staff officers, infantry, armored, and airborne division operations, and corps, army, and communications zone operations. The first 410 hours constitute the 60-series, which are those subcourses covering subjects or phases of subjects applicable to mobilization duties of lieutenant colonel, and in which qualification may be required for promotion to colonel. It includes fundamentals of combat, functions and techniques of the various General Staff officers, and a few tactical problems concerning basic infantry, armored, and airborne division operations. (Figure 1.)

The remaining 490 hours cover more advanced division problems, and corps, army, and communications zone operations. Officers once enrolled in the series may continue their study after completing the first 410 hours regardless of rank. Prerequisite to enrollment in this program is completion by the student of the extension course series of his branch school appropriate to the grade of major (50-series) or comparable resident courses at an Active Army School or USAR School. Enrolled students may be granted credit for completion of specific subcourses on

the basis of prior satisfactory completion of equivalent resident instruction. Officers may, at any time, enroll for specific subcourses which have special application to their current or prospective duty assignments. Successful completion of at least 30 hours of work each year is required for students to remain enrolled. Students may be dropped from enrollment for not maintaining this minimum rate of progress or for repeated failure to perform satisfactory work. At the present time more than 3,000 students are enrolled in the College Extension Course Program.

When an officer is enrolled in the Extension Course Program he is mailed a set

answer sheet which he then mails to the College where it is graded and returned with an approved solution, provided the student makes a satisfactory grade. In case of failure in a lesson, the student may be permitted to rework the exercise. Simultaneously with the return of the approved solution to the final lesson of a subcourse, the student is mailed an examination covering the entire subcourse. After the student has successfully completed the examination, he is forwarded the next subcourse in the series. Success or failure in a subcourse is determined by averaging the grade made on the examination with the average of the grades made on all lessons. Students are permitted one additional solution on those lessons or examinations which they fail. If this second solution is satisfactory, regardless of how high the second score may be, the student is only credited with attaining the minimum satisfactory score.

USAR School Program

The 5-year command and general staff program of instruction of the USAR Schools is divided into two courses. (Figure 2.)

The division course consists of 3 years (360 classroom hours) of progressive instruction at the division level. This course is comparable to that portion of the College Extension Course Program appropriate to the grade of lieutenant colonel.

The advanced course consists of 2 years (240 classroom hours) of additional instruction at the division level and progressive instruction at the corps, army, and communications zone echelons. This course is comparable to those extension courses of the College Extension Course Program designed to provide further education for staff and command duty at division and higher levels.

The number of hours for each course of the USAR School Program does not include study time since the student is expected to prepare himself for class by at least

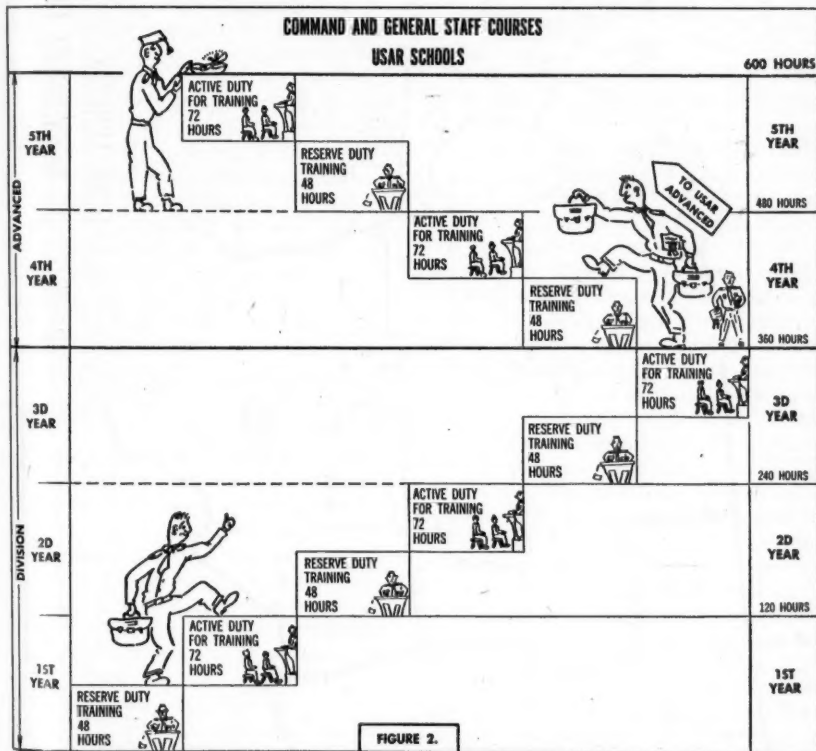


of administrative instructions, all the lessons of the first subcourse, and reference texts which contain the prescribed study assignments. Each lesson requires approximately 1 hour for preparation study and 2 hours for solution of the exercise included with it. All questions included in the exercise of the College Extension Courses are of the objective type (true-false or multiple choice). The student completes the study assignment, solves the exercise, and places his solution on an

1 hour's study for each 2 hours of classroom work.

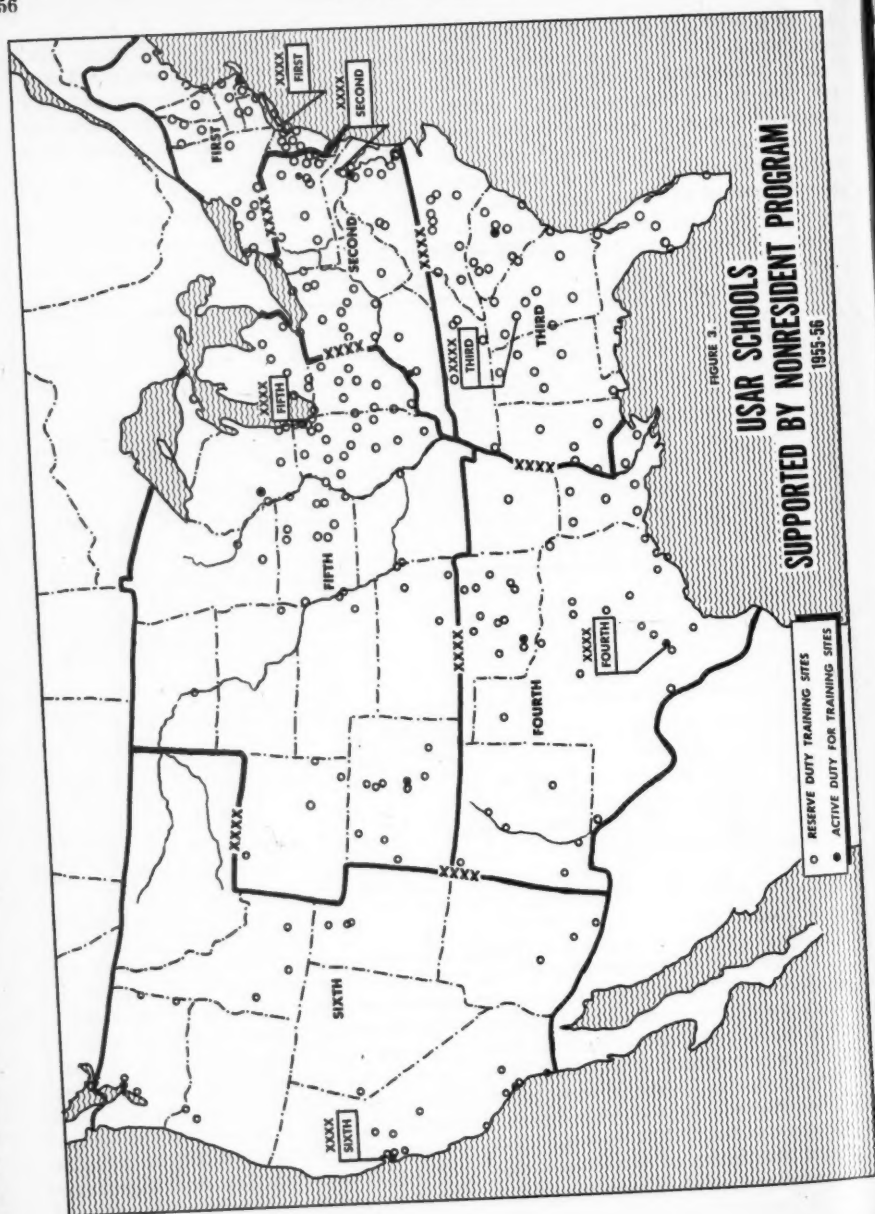
The prerequisite for enrollment in this program is the same as for the College Extension Course Program—completion of the extension course series appropriate to the grade of major or comparable resident courses at an Active Army School or

Participation of the College in administering to Reserve components schools is limited to formulating the program of instruction, providing the instructional material, and grading all examinations. All other administrative functions are delegated by Continental Army Command to the Army commander in whose area the



USAR School. Students who fail a year's work are permitted to repeat that year; upon successful completion they may continue in the program. If they fail in any subsequent year, they are dropped from the program. Prerequisites for faculty members at the USAR Schools include successful completion of the course they teach and demonstrated teaching ability.

schools are located. However, Leavenworth is interested in assisting these schools in any way that it can. Members of the faculty of the College make staff visits to USAR Schools periodically to determine the suitability of the instructional material, to offer advice on instructional techniques, and to exchange ideas on mutual problems.



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Instructional material which the College provides the USAR Schools parallels insofar as practicable that used in resident instruction. Lesson plans for the presentation of instructional material are provided with the material sent to the non-resident schools. These lesson plans serve only as guides for the method of presentation may be modified to meet local conditions. Vu-graph transparencies to assist in the conduct of classroom instruction are provided the schools. Basic reference textbooks (Field Manuals, Army Regulations, and Circulars) are furnished the schools through normal command channels while those texts developed for instructional use at the College are provided by the College. For the 1955-56 school year the College distributed instructional material sufficient for the support of 6,457 USAR School students to 267 Reserve duty training sites and 13 active duty for training sites. (Figure 3.)

Examinations for the College courses conducted at USAR Schools are prepared at Leavenworth in the same manner as other instructional material but to facilitate the grading process, only objective type questions are used. After the schools administer the examinations to students, the examination papers are returned to the College for grading. The schools are then notified of the results achieved by their individual students and certificates for successful completion of each year of each course are issued the students by Army commanders.

The College has a responsibility to support the training of Reserve component divisions and logistical commands by providing instructional material for the training of staffs of those units. As a service to commanders of these units, the College publishes annually a special catalog listing subjects included in the resident program which are suitable for use in the training of these staffs. Commanders of Reserve components divisions and logistical

commands select those subjects which they desire to utilize for this training and notify Leavenworth of the quantity needed. The College compiles these requests, reprints the subjects used in resident instruction, and ships the material direct to the requesting unit. Early this year 19,300 resident units of instruction were shipped in response to catalog orders.

Summary

Shortly after its establishment the College became aware that it had an obligation to assist officers of all components of the Army in the study of combined arms even though they could not attend resident courses. Since 1891 the College has progressively improved its methods of non-resident instruction and during the intervening years thousands of Army officers who were unable to come to Fort Leavenworth were able to receive similar instruction by participating in the varied non-resident programs.

Today, the College is fully conscious of its obligations to the members of the Reserve components of the Army. It is aware of the many problems that confront Reserve and National Guard officers who desire to improve their military preparedness through the study of Leavenworth-level instruction. The College is seeking to build into its nonresident courses flexibilities that will enable each individual officer to find a way for pursuing College instruction which will surmount the limitations imposed upon him by virtue of his geographical location, and his occupational or other commitments. To this end, in September 1955, a new program was inaugurated which integrates the use of extension courses in the USAR school system. At the present time it is operating as a pilot model. It is hoped that eventually this program will embody features that will permit each citizen soldier to find a means by which he can receive Command and General Staff College instruction that will suit his situation.

The College Liaison Program

Colonel Ernest P. Lasche, *Infantry*
Faculty, Command and General Staff College

THE aim of the College Liaison Program is to ensure that the College is kept abreast of developments and thinking occurring at other schools and military agencies, as well as developments and thinking within the field of civilian enterprise, and to contribute to the over-all national aim of achieving better mutual understanding and cooperation between the United States and her allies. This highly important undertaking requires, of course, more than just correspondence; among other things, it necessitates the careful scheduling of well-timed visits to other military headquarters, participation in and observation of maneuvers and field exercises, and the permanent assignment of College personnel to the military staff schools and colleges of our allies. It requires also the programmed invitation and reception of many military and civilian personages who visit the College for the purpose of satisfying the College appetite for diverse and informative thought.

During the year 1955 the College was host to 1,102 visitors from various sources, an average of more than 20 visitors a week. Of this total almost 150 were military or civilian officials from allied countries, most of them representing those countries which have officers participating in the Regular Course. In most cases these official delegations represent the military staff schools and colleges of our allies. The purpose of these visits is to study further, and obtain first-hand information on, the techniques of instruction used

here, the preparation of the curriculum and units of instruction, and the organization of the College itself. They seek, also, to obtain more detailed information on United States military doctrine, to compare methodology, and to take steps which will make it possible to achieve a greater degree of interallied understanding in the field of military education. Periodic visits by the commandants and staffs of the principal military schools and colleges of allied countries typify this aspect of the liaison activities at Leavenworth.

Since 1950 the number of allied officials visiting the College each year has increased sharply. This rising trend is directly related to the constantly increasing military cooperation between the United States and other countries of the free world. (See Chart on page 60.) These visits play a valuable part in the over-all program of achieving better understanding and greater unity among the free countries of the world and augment the efforts of the widespread military aid programs in which the United States is engaged.

The greatest requirement, however, for liaison by the College is related to the need for coordination with other activities of the Army, and with the other services and civilian enterprise, which accounted for 966 official visitors in 1955. Included in this group were over 50 distinguished civilian and military guest lecturers for the student body and the faculty and various civilian and military specialists who

The College Liaison Program forms a vital link in furthering cooperation between the armies of the free world and plays an essential part in accomplishing the instructional and doctrinal missions of the College

came to survey the College methods of instruction and its curriculum. There were also civilian and military experts well qualified to discuss and coordinate technical matters and to advise in the development of new doctrine; representatives of other civilian and military schools and colleges whose curricula are related to that of this College; and representatives of various military headquarters sent to participate in conferences initiated by the College or directed by higher headquarters. One United States Senator, who is also an infantry major, United States Army Reserve, chose recently to combine his annual 2-week tour of active duty with a visit to examine College thinking on the changes in tactical doctrine which have been brought about by the employment of atomic weapons in battle.

Also of great importance to the College is that liaison maintained by the College with other agencies which involves the assignment of College personnel in permanent changes of station as well as temporary duty travel. Included among these personnel are especially selected United States Army officers on duty with foreign military colleges both as liaison officers and as students. Such colleges, under the terms of present interallied agreements, include the Australian Staff College, Brazilian Army General Staff College, British Staff College, Canadian Army Staff College, the French Staff College, the Indian Defense Services Staff College, the

Italian War College, the Pakistan Command and Staff College, and the Spanish Staff College.

Each United States student officer attending these other staff colleges is assigned to the Command and General Staff College student detachment and serves a dual role. As a student at the foreign staff college, it is his purpose to become familiar with the staff procedures and tactical doctrine employed by the armed forces of the host country. He has also the equally important function of representing the Command and General Staff College and making certain that United States military doctrine and staff procedures are understood to assist in increasing the effectiveness of interallied military cooperation. Effective implementation of this latter function is made possible through various programs at Leavenworth to keep these officers informed of the doctrine currently taught in the United States. This student-to-student contact in the military schools of our allies parallels that found here where officers of the United States and allied countries have the opportunity to trade ideas in the classroom and examine different points of view.

In addition to students, permanent liaison officers are assigned to the British Staff College, the Canadian Army Staff College, and the French Staff College. These officers assist in the interchange of information concerning military doctrine, staff procedures, and instructional methods between the Command and General Staff College and these three similar schools.

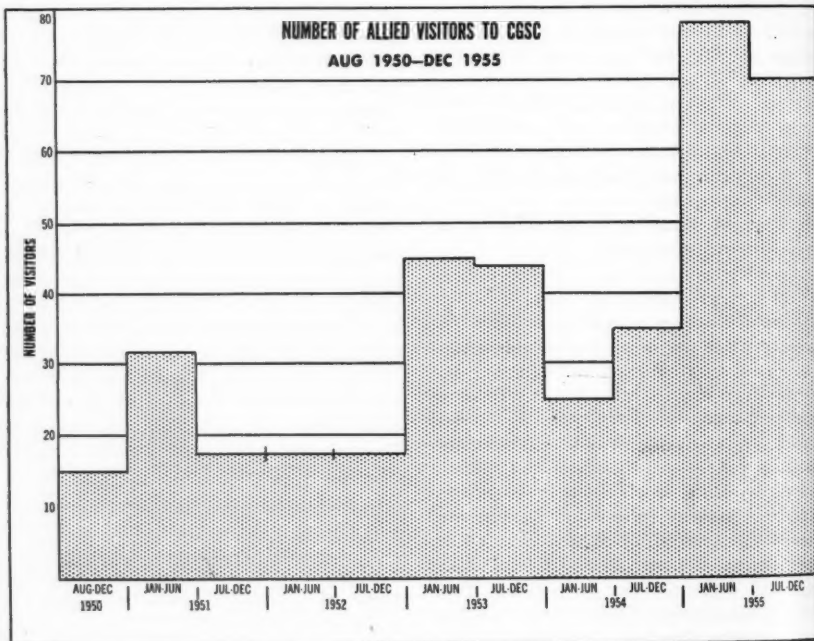
By and large, the greatest benefit to the College is derived from liaison with other military headquarters, military schools and colleges, and units undergoing field tests in the form of maneuvers and field exercises. It is in this field of activity that the College has the opportunity to observe at firsthand the effect of current doctrine. The highly important factor of

Colonel Ernest P. Lasche is Assistant Secretary of the Command and General Staff College. He graduated from the United States Military Academy in 1939. During World War II he commanded an infantry battalion of the 66th Infantry Division in Europe. Following graduation from the Regular Course of the College in 1948, he served in successive assignments with the General Staff, Department of the Army, and SHAPE Headquarters, Paris, France. Upon graduation from the Armed Forces Staff College in 1955, he was assigned to Fort Leavenworth as an instructor.

personal experience, obtained by College personnel acting as observers or participating as staff officers in maneuvers and field exercises, is an essential factor in the process by which the College serves its mission of reviewing and developing new doctrine. As a parallel procedure, members of the staff and faculty in both the doctrinal and instructional fields attend

advanced thinking in meeting its doctrinal and instructional responsibilities.

The remaining large field of liaison activity conducted by the College is related to the nonresident instructional mission. Nonresident instruction, conducted for the benefit of Reserve components officers primarily, has grown since the end of World War II from a relatively small correspond-



short and pertinent courses of instruction at various Army, Air Force, and Navy schools. As an indication of the importance of this auxiliary schooling, about 20 percent of the College faculty attended especially selected short courses at other service schools during the past year. The aim of this type of liaison is to ensure that College thinking stays abreast of developments elsewhere and will, at all times, combine to the maximum the widest range of available experience and the most

ence course to a present-day program involving four major components programs directed at a nonresident student body of about 11,500 officers. In addition to preparing the instructional material used in the civilian components schools, the College has a supervisory responsibility regarding the conduct of instruction in these schools.

In carrying out this responsibility more than 35 visits were made by College personnel during 1955 to various United

States Army Reserve Schools, spread throughout the United States. Through these visits the College ensures that a high standard of instruction is being maintained throughout our Army Reserve school system and the instructional needs of the Reserve schools themselves are at

liaison contacts, enables the College to progress in harmony with other military and civilian agencies toward the joint achievement of our common and vital objectives. Constant awareness of the ever-increasing requirement for a high state of readiness of our Army, improved pro-



Trophies presented as tokens of good will to the College by allied visitors.

all times promptly recognized and served by the College.

Conclusion

In view of its instructional and doctrinal mission the College must be constantly alert to the influence of advances in military and civil science, at home and abroad. Sensitive response to such influences, made possible through its broad

fessional competence within the Corps of United States Army officers, and active and successful support of the national and international commitments of the United States guides the conduct of the College Liaison Program. Today, more than ever before, liaison is essential to the Command and General Staff College in serving the Nation and the College motto, "Prepared in Peace for War."

THE LEAVENWORTH STORY

Lieutenant Colonel Edward W. McGregor, *Infantry*
Faculty, Command and General Staff College

BY AMERICAN standards and in particular by those that apply to the Mid-western part of the United States, Fort Leavenworth is a venerable and historic institution. Although established some 50 years after the creation of the Continental Army at the outbreak of the American Revolution, Fort Leavenworth is almost as old as the United States Army itself; the Army as a regular peacetime military organization was not really established until the years following the second war with Great Britain, which was concluded in 1814.

Since the day of its foundation in 1827, the Fort has always been a center of intense activity. In its early days it was a beacon of civilization in a vast wilderness controlled by savage Indian tribes who were under the nominal authority of the United States. As the years went by it outfitted expeditions of explorers and peacemakers into the Indian country. With the advance westward of the American frontier, the Fort became a significant focal point in the development of our Nation and the West. It witnessed the tramp of marching feet and the beat of horses' hoofs, followed by wheeled vehicles in later years, as legions of young Americans set out to fight the campaigns of the Mexican War, Civil War, Spanish-American War, and World Wars I and II.

In the latter part of the nineteenth century—75 years ago to be exact—the Fort

gave birth to a military educational institution whose continuous growth, development, and evolution into the present Command and General Staff College have contributed significantly to the history of Fort Leavenworth. Large groups of eager students have replaced the infantry regiments and hard-riding troopers of the past; battles are now fought on maps depicting the four corners of the world rather than on the plains of Kansas and the surrounding territories. But the Leavenworth tradition carries on, continually adding to a rich and fruitful history.

Western Plains Prior to 1827

In order to provide a fitting background for the Leavenworth story, it is necessary to examine briefly the historical setting of the early explorations in the Central West—long before the United States came into being. The great Western Plains were first explored in the sixteenth century by Spaniards who were interested primarily in gold and silver for the treasury of Spain. Foremost among these explorers was Francisco de Coronado who in 1540 set forth from Mexico with a small army to claim the northern lands for the King of Spain. He explored portions of present-day Arizona, New Mexico, Texas, and Oklahoma, eventually reaching Quivira, an ancient name for an area in central Kansas.

While the Spaniards were searching the

Fort Leavenworth and the College, promoters of the peace and progress of our country in the past, are continuing to carry on the tradition of service and also contributing significantly to a rich and fruitful history

great plains for treasures, France was directing her explorers toward the south and west in the interest of expanding trade. In 1673 Joliet and Marquette explored the northern half of the Mississippi Valley. Their exploits were followed up by La Salle who in 1681-82 explored the entire Mississippi basin as far as its mouth, laying claim, in the name of France, to all the land drained by the Mississippi and its tributaries and naming this great central area "Louisiana," in honor of King Louis XIV. However, neither the French nor Spanish attempted to develop the territory and soon abandoned it to the Indians.

In the meantime Great Britain laid claim to a broad strip extending straight across the continent from the Atlantic to the Pacific and including Louisiana. It was not until the close of the French and Indian Wars that this trinal conflict of interests was settled by the Treaty of Paris in 1763, with Louisiana passing to the control of Spain. In 1800, by the treaty of San Ildefonso, Charles of Spain ceded Louisiana back to France, but 3 years later during the administration of President Thomas Jefferson, the United States purchased the great "Louisiana Territory" from Napoleon for 15 million dollars. Thus the vast prairie lands west of the Mississippi River came under the control of the United States.

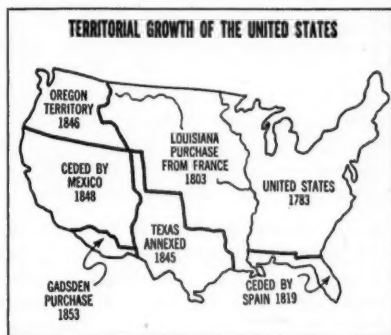
President Jefferson was anxious that the new territory be explored as early as possible and decided that Army officers were the best qualified individuals to lead such expeditions. The famous Lewis and Clark expedition was sent out in May 1804 and initially explored the Missouri River and its tributaries, camping at the present site of Kansas City, Kansas, and then continuing on up the Missouri past the current location of Fort Leavenworth.

Another Army officer, Lieutenant Zebulon Pike, set out with a party of soldiers from St. Louis in July 1806. They explored

what is now Missouri and Kansas and then pushed on to the Arkansas River, continuing west along the river until reaching the Rocky Mountains. Turning south Pike eventually found himself in Spanish territory, where he and his men were taken prisoner by the Spaniards and sent to Santa Fe. Upon his return to the United States, Pike's report on trade possibilities between the United States and northwestern Mexico stirred the imagination of the eastern merchants.

Fort Leavenworth Established

Mexico declared her independence of Spain in 1821 and almost immediately merchants with small pack trains and subsequently wagon trains commenced wend-



ing their way to Santa Fe over the great trading path which became known as the Santa Fe Trail. All this trade activity soon resulted in conflicts with the Indians, causing many violent encounters with the Pawnees, Comanches, and Arapahoes. Demands were placed on the Government in Washington to protect the trade routes.

The problem of furnishing adequate military protection to the increasing trade over the Santa Fe Trail remained unsolved until Senator Benton of Missouri suggested in Congress that a post be established on the Arkansas River at a point where the trail crossed the river. The Army considered it impracticable to

install a garrison so far to the west because of supply difficulties and questionable over-all value. Finally, it was decided that a new fort, which is now known as Fort Leavenworth, would be established on the Missouri River instead of the Arkansas.

As a result, on 7 March 1827, Order Number 14 was published by the War Department:

2. Colonel Leavenworth of the 3d Infantry, with four companies of his regiment will ascend the Missouri, and when he reaches a point on its left [that is east] bank near the mouth of the Little Platte River and within a range of 20 miles above or below its confluence, he will select such position as in his judgment is best calculated for the site of a permanent cantonment. The spot being chosen, he will then construct with the troops of his command comfortable though temporary quarters sufficient for the accommodation of four companies. This movement will be made as early as the convenience of the service will permit.

At this time Colonel Henry Leavenworth was the Commanding Officer of the 3d Infantry, stationed at Jefferson Barracks, which had been established at St. Louis in 1826. He had attained a very fine reputation as an explorer, Indian negotiator, and all-around soldier and was well qualified for the task of establishing the new

Post, to which the Army and the Congress attached great significance. The details of the trip from Jefferson Barracks up the Missouri River and the search for a site for the cantonment are very meager. The main body left Jefferson Barracks on 17 April 1827, made the voyage in long keel boats and arrived at their destination on or about 8 May 1827.

The site selected by Colonel Leavenworth was approved by the War Department on 19 September 1827 and has remained essentially unchanged through the passing years. It should be noted that the Colonel deviated from his orders in the selection of a site by establishing Cantonment Leavenworth, the official designation of the Post at the time, on the west bank of the Missouri River rather than on the east. He wished to take advantage of the higher ground ("the site is 150 feet above the surface of the river and has an altitude of 896 feet") to be found on the west side to protect his troops from disease and he also considered it desirable to install the new garrison on the same side of the river as the trail to Santa Fe.

Development of Cantonment Leavenworth progressed rapidly. A tent camp was replaced by small huts constructed of logs and bark. The site of this original encampment appears to have been on top of the bluffs along the ridge which runs north from the present location of the Post Headquarters. In 1828, soldiers' quarters and a hospital were erected on the west side of the square which became known as the Main Parade (now Sumner Place) and work was commenced on officers' quarters located on the northeast corner. Some years later additional quarters and barracks were added to the north and east sides of the square, and stables constructed on the south. It was at this time that a rough stone wall was constructed, possibly to provide protection in the event of an Indian attack. Part of the old wall has been restored and still stands.

Lieutenant Colonel Edward W. McGregor was assigned to the faculty of the Command and General Staff College following his graduation from the Regular Course in 1954. He graduated from the City College of New York with a Bachelor of Arts degree in 1940. During World War II he served in North Africa and Europe with the 18th Infantry, 1st Infantry Division. He was assigned as an instructor at The Infantry School from 1946 to 1948 and in 1950 completed the Advanced Course at the school. He was a G3 staff officer in Headquarters European Command and USAREUR Headquarters until he came to Fort Leavenworth in 1953.

Impact on Western Migration

The establishment of Cantonment Leavenworth west of the Missouri River in Indian country had a profound impact on the development of this entire part of the United States. It was now possible to outfit the caravans for the overland trade with Santa Fe at a base much closer to Mexico, and the Leavenworth garrison provided the escort details for the caravans as far as the Mexican border.

Congress pondered over what use could be made of the vast Western Plains, be-

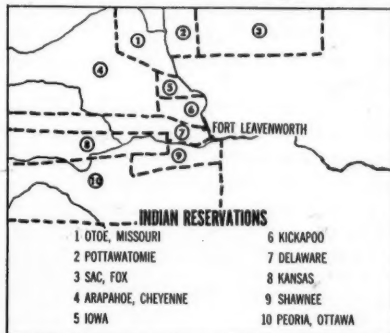


General Henry Leavenworth

yond the areas opened at that time for settlement, and found a ready solution based on the rapidly increasing westward migration. The white settlers were desirous of obtaining possession of the lands east of the Mississippi still held by the Indians, and it was considered advisable by experts on Indian affairs to concentrate the eastern Indians along with those of the Midwest in a land of their own west of the Mississippi River. Accordingly, in

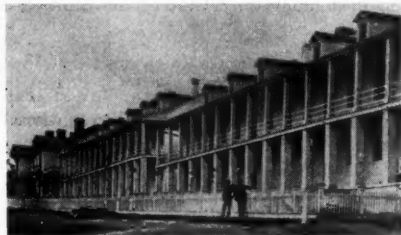
1830 Congress created an Indian country which included all of eastern Kansas and the tribes began their western movement.

The little garrison of Cantonment Leavenworth, which was redesignated Fort



Leavenworth in 1832 by War Department order, found itself in the center of this great Indian migration. Fort Leavenworth was charged with the mission of maintaining peace among the tribes. Several conferences among the Indians were conducted during the next few years, and the Fort performed its first great service to the Nation by ensuring peace among the tribes and by promoting good will between them and the settlers.

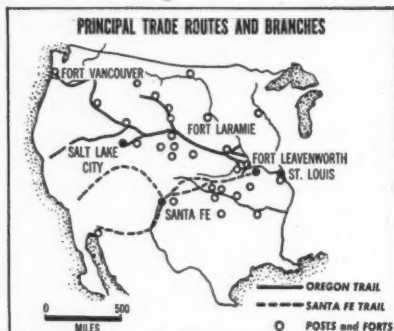
In 1833 the United States Army activated the 1st Dragoons, the first cavalry



Dragoon Barracks home of first cavalry regiment organized in the Regular Army. regiment to be organized in the Regular Army under an Act of Congress, and stationed elements of the regiment at Fort Leavenworth in 1834. The Dragoons were

intended to replace the slower moving infantry in operations against the Indians and soon proved their great value in maintaining law and order on the Western Plains. From spring to fall, the popular season for movement on the plains, they were constantly engaged in patrolling the trails and in furnishing protection to the wagon trains.

In the 1840's Fort Leavenworth witnessed part of the ever-increasing flow of pioneers heading to the west and northwest, to California and Oregon. They came in droves in 1849 when great wagon trains passed the Fort almost daily on their way to Utah and the gold fields of California;



thus was developed a branch of the Oregon Trail, which passed through the heart of the Post along with that of the Santa Fe Trail.

The Mexican War

The advent of the Mexican War in 1846 brought Fort Leavenworth into national prominence for the first time, and since that struggle the Post has retained a conspicuous place both in the history of the Army and the Nation.

Three armies were organized to operate against Mexico, including the Army of the West which had Fort Leavenworth as its headquarters and outfitting post. A brigade of this Army, consisting almost entirely of Missouri volunteers, left Fort Leavenworth under command of Major

General Stephen W. Kearny on 26 June 1846. Its supply train included 500 pack mules, 1,550 covered wagons, and hundreds of beef cattle. The initial objective was the city of Santa Fe which was seized on 18 August after a march of 900 miles.

Four months later Colonel Alexander W. Doniphan led a portion of the command to the south to achieve a series of brilliant victories and overrun the Mexican state of Chihuahua. This regiment from Fort Leavenworth marched a distance of nearly 3,600 miles—a feat known in history as "Doniphan's Expedition." In the meantime a second expedition under command of Colonel Sterling Price was outfitted at Fort Leavenworth and dispatched to reinforce General Kearny at Santa Fe. Eventually General Kearny completed the conquest of northwestern Mexico, reaching San Diego, California, in the latter part of 1846.

Territorial Kansas

Throughout the Mexican War Fort Leavenworth was a hub of activity, outfitting unit after unit which marched off to join the fight either in Mexico to the south or California to the west. Although the Mexican War came to an end in February 1848, Fort Leavenworth never again returned to its former status as an obscure frontier station.

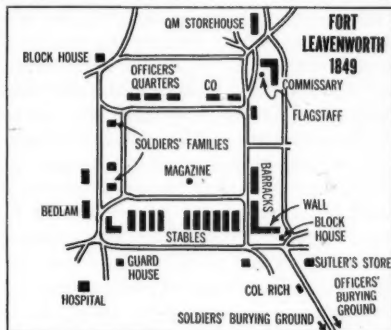
The Dragoon Barracks were located adjacent to the old wall. The sutler's store, which stocked provisions for the troops and families, was operated by a Colonel Rich. It was located on the present site of the Post Chapel. "Bedlam," as the bachelor officers' quarters were perhaps appropriately termed in those days, stood slightly west of where the Bank and Finance Office is now located. The soldiers' burial ground was moved several years later to provide a site for the present residence of the Commanding General.

The 1850's at Fort Leavenworth were crowded with events of national significance. In 1853 Fort Riley was established

as a major military station in Kansas 150 miles to the west of Fort Leavenworth, and a military road was constructed to link-up the two posts. Fort Leavenworth was designated as the departure point for Government surveyors seeking railroad routes to the west and the telegraph was extended to the Post from St. Louis. In the 1850's the Fort was the general depot from which supplies were sent to all the military installations in the Great West. These supplies were brought to the Fort on steamboats, unloaded, and sent across the plains in the trains of covered wagons. The valley of Corral Creek, located on the southern portion of the Post, was at that time the center for most of the transportation lines of the West, for here were corralled many thousands of oxen and

they would be admitted to the Union as free or slave states.

On the day that the Territory of Kansas was opened for settlement in 1854, there began a wild rush to claim land on the west side of the Missouri River. Rival groups and organizations were waiting,



ready to set up a government (free or slave, as the case might be), stake out their claims, and take immediate possession. Almost simultaneously large numbers of men from Missouri swarmed across the river to settle down in the vicinity of Fort Leavenworth. One group congregated



mules belonging both to the Government and to the famous transportation firm of Russell, Majors, and Waddell.

The Kansas-Nebraska Act, passed by Congress in 1854, was of great consequence to Fort Leavenworth and the surrounding environs since it established the Territories of Kansas and Nebraska and immediately opened these vast areas to settlement by the whites. This act also brought to the very doorstep of the Fort the burning national issue of slavery versus nonslavery, for the new territories were to decide for themselves (when they were ready for statehood) as to whether



to the northwest of the Fort to organize Atchison, one to the north to found Kickapoo, and one to the immediate south to establish Leavenworth. Almost overnight Fort Leavenworth found itself in the midst of a group of civilian communities.

Congress designated Fort Leavenworth

as the temporary site of the first capital of Kansas, and the affairs of the new territory were conducted from a building located on the present site of Pope Hall during the period 7 October-24 November 1854.

The slavery issue created much turmoil and unrest in Kansas, resulting in considerable bloodshed. During the year 1856 there were several raids and disturbances in Leavenworth which caused many residents to leave the town and take refuge on the reservation. The military population of the Post attempted to adhere to the traditional policy of noninvolvement in political issues but the Army came in for sharp criticism from both sides because troops had to be used in preserving law and order among the feuding populace.

In spite of the gathering storm clouds that erupted eventually in the Civil War, Fort Leavenworth was involved in numerous current military activities. Expeditions continued to go out for various purposes. The Cheyenne Indians, who had been raiding wagon trains on the overland routes through Kansas and Nebraska, had to be subdued. Two expeditions were launched against Brigham Young and his Mormons to put down the Mormon rebellion against United States authority in Utah. In 1858 an ordnance arsenal was established at the Post and the present Sherman and Sheridan Halls were constructed to house the shops and warehouses; the quarters now occupied by the Commandant of the College were built to serve as a residence for the arsenal commandant.

The Civil War

Fort Leavenworth had now come to a new period—the years of the struggle between the North and the South. Because of its strategic location, facilities, and huge quantities of stores the Fort was of vital importance to both sides. The Union objective was to retain it as an important base of operations, while Con-

federate leaders in Missouri and Arkansas had intentions of eventually seizing it as a springboard for an invasion of Kansas.

At the outbreak of war in 1861 the arsenal at Fort Leavenworth contained large quantities of ordnance stores—guns, small arms, and equipment. Since there was a scarcity of troops at the Fort to properly secure the arsenal against an organized attack, three volunteer companies in the city of Leavenworth were ordered to the Fort until relieved by regular troops moved in from outlying posts. The regular units were soon dispatched to Washington, D. C., to join the Army of the Potomac in the defense of the Nation's capital.

On 1 June 1861 a camp was established at Fort Leavenworth which was named Camp Lincoln. From 1861 to 1865 many thousands of volunteers from Kansas and



Ordnance Arsenal established in 1858. The present Sherman and Sheridan Halls constituted the shops and the warehouses.

vicinity came to this camp to be mustered into the Union forces and to be equipped and trained.

Throughout the Civil War the Confederates operating in Missouri planned to advance on Kansas City and Fort Leavenworth and overrun Kansas. Finally, in September 1864, intelligence reports indicated that the Confederate General Sterling Price (of Mexican War fame) with an army of 10,000 men was about to launch such an offensive. General Samuel R. Curtis was recalled from the Plains, placed in command of a hastily organized Union "Army of the Border," which contained

15,000 regulars and volunteers, and moved his army to the Kansas City area to check Price's impending advance. On 23 October 1864 the Confederate Army was decisively defeated in the "Battle of Westport" and its retreating columns were sufficiently disorganized to eliminate further threats of hostilities. This important battle has been termed the "Gettysburg of the West," and was the closest scene of action to Fort Leavenworth of any organized hostilities throughout the Civil War.

As the Civil War drew to a close the Post found itself at the beginning of a new era. Within 5 years it had become one of the recognized great military assets of the country. On numerous occasions during the war it had served as the headquarters of major commands and territorial districts.

The Post-Civil War Era

The 1870's and 1880's witnessed a period of growth and development at Fort Leavenworth. General William Tecumseh Sherman, of Civil War fame and at this time commanding the United States Army, favored this expansion and made the following representations in 1870 to the United States Senate concerning required appropriations:

Fort Leavenworth is the most valuable military reservation in the West. It will always be the most appropriate depot and headquarters of a department, and should have barracks for a battalion of infantry, a regiment of cavalry, and suitable buildings for headquarters.

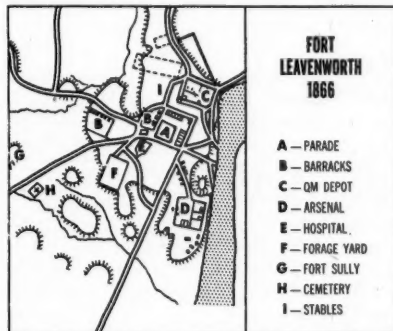
The 7th Cavalry Regiment was stationed here in the seventies and, with the gallant Custer as its colonel and most of its officers heroes of the Civil War, lent much color to the local setting.

No history of Fort Leavenworth would be complete without mention of one of its institutions which is widely known throughout the Nation and the Armed Forces—the United States Disciplinary

Barracks for military offenders. It traces its origin to the year 1874, when a federal military prison was established at Fort Leavenworth for the first time. The institution has become a model prison of remarkable efficiency, its main objective being the honorable restoration and rehabilitation of its inmates.

The School of Application

The year 1881 marks a significant milestone in the history of Fort Leavenworth. After the Civil War, Generals Grant, Sherman, and Sheridan gave considerable attention to the problems of Army reor-



ganization. After much study of the matter, General Sherman took a great step in supplying the educational needs of the Army and in laying the foundation of our system of advanced military training when he issued the order on 7 May 1881 that established "The School of Application for Infantry and Cavalry" at Fort Leavenworth. The story of the establishment of this school and its evolution into the present Command and General Staff College signifies remarkable progress in the field of military education and training. From 7 May 1881 to the present, the Leavenworth story is, in great part, the development of the military educational institution which, under different names, has been the most important activity on the Post for three-quarters of a century.

The establishment of the original school at Fort Leavenworth, 54 years to the day after the founding of the Post in 1827 and 75 years ago, represented a distinct innovation in the annals of the military educational system of the United States Army. Prior to this time the only Army Service School in existence, other than the United States Military Academy at West Point, was The Artillery School which had been established at Fortress Monroe, Virginia, in 1824 for the basic training of artillery officers. The only other military schools, if they could be termed such, were local garrison schools conducted as the post commanders saw fit; they concentrated on basic academic subjects such as mathematics and grammar. Oddly enough, it was Colonel Leavenworth himself who had gone about the task of organizing a "School for the Instruction of Infantry" at Jefferson Barracks, Missouri, in 1826. This project was abandoned because of the higher priority requirement of establishing Cantonment Leavenworth. It is indeed a tribute to the ingenuity of the military leaders of the Mexican and Civil Wars that they were able to organize, train, and lead in battle large bodies of men without having had the benefit of any previous instruction, training, or practical experience at the higher level of command.

The following extracts are from General Orders Number 42, 7 May 1881, which established the school:

As soon as the requisite number of troops can be assembled at Fort Leavenworth, Kansas, the Commanding General Department of the Missouri will take measures to establish a school of application for infantry and cavalry. . . .

The school will habitually consist of 3 field officers of cavalry or infantry, with not less than 4 companies of infantry, 4 troops of cavalry, 1 light battery of artillery. . . . The officers detailed for instruction will be one lieutenant of each

regiment of cavalry and infantry. . . and will perform all duties of company officers in addition to those of instruction.

The senior field officer, present for duty, will command the school and the next 5 officers in rank will compose the staff of the school. All officers will purchase their own textbooks and stationery, but other expenses will be defrayed out of the post fund. . . .

The school . . . in matters purely pertaining to the course of instruction, will be exclusively subject to the orders of the General of the Army.

General Sherman charged another Civil War hero, General Philip Sheridan, then in command of the Division of the Missouri, with the over-all task of implementing the directive on the establishment of the school. Sheridan, in turn, assigned the specific mission to Major General John Pope, commanding the Department of the Missouri, with headquarters at Fort Leavenworth. Colonel Elwell S. Otis of the 20th Infantry was appointed first commandant with the immediate task of organizing the school.

It is interesting to analyze briefly the intent of the founding fathers, such as General Sherman, with respect to the new school. Sherman's philosophy of military education placed great stress on applicatory learning and he desired that the school incorporate the applicatory system of training in its program of instruction. This system was duly adopted and throughout the 75 years of the school's existence has continued to be the theme for the methods of instruction practiced at Leavenworth.

Sherman had other ideas on the curriculum of the school, however, which were adopted in its infancy but discarded for obvious reasons when it came of age. In a letter written to General Sheridan in 1881, he stated:

The school should form a model post

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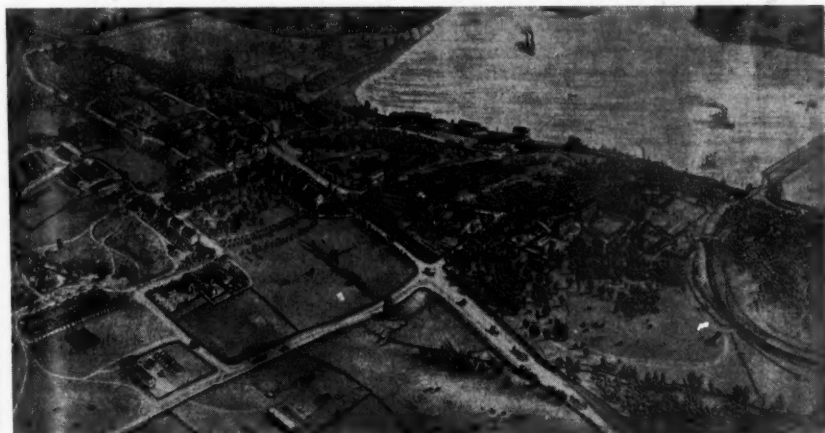
like Gibraltar with duty done as though in actual war, and instruction by books be made secondary to drill, guard duty, and the usual forms of a well-regulated garrison.

In other words it was intended that much of the instruction be devoted to basic on the job training with the students serving as company and troop officers with actual troops. The concept expressed therein is in sharp contrast to the comprehensive classroom instruction of today's Command and General Staff College.

The history of the Leavenworth school,

to provide elementary education in basic military and academic subjects to a more elevated position along postgraduate lines.

This phase witnessed the redesignation of the school in 1886 as the United States Infantry and Cavalry School; the movement of the school from its birthplace in the building now occupied by the Finance Office and Army National Bank to Sherman Hall; the gradual replacement of textbooks written by foreign military authors with texts prepared by Leavenworth instructors; the introduction of map exercises and terrain exercises without troops;



View of Fort Leavenworth, Kansas, 1881.

or college as it is now known, can be divided into several phases. As one would expect each of the wars in which the Nation has participated since the turn of the century has had a marked influence on the growth and development of the school. The phases generally coincide with the periods between these wars.

First Phase

The first phase in the school's existence extended from 1881 to 1898. These were the formative years during which the course of instruction gradually evolved from a comparatively primitive attempt

the adoption of the more mature conference method of instruction in lieu of daily, graded recitation; and a gradual advance in the field of higher tactics. The men who guided the destiny of the school during these epical years included names familiar to thousands of Leavenworth alumni—Otis, Ruger, Townsend, Wagner (the latter being a particularly brilliant and industrious instructor who envisioned a greatly expanded instructional program).

With the rapid expansion of the western frontier in the latter part of the nineteenth century and the establishment of the Infantry and Cavalry School, the his-

tory of Fort Leavenworth assumed an entirely different complexion. After 1890, when the instructional mission of the school's Department of Cavalry was interrupted by the departure of two cavalry troops for service against the Indians in the Dakotas, there were no more Indian wars to be fought. With the year 1898 came the Spanish-American War and the end of the first phase of the school when it was discontinued as instructors and student officers individually received orders to join commands. The 20th Infantry Regiment and a squadron of the 6th Cavalry left for camps in the south. During the war two volunteer organizations, the 32d and the 44th United States Volunteer Infantry Regiments, were organized at the Fort to participate in the war.

Second Phase

The Leavenworth school was reopened in 1902 as the General Service and Staff College with a greatly expanded mission and a completely revamped course of instruction. This was due in large part to the desires and efforts of the brilliant Secretary of War Elihu Root who considered that our entire system of military education and training was in need of overhauling. It was directed by the War Department that the college:

Shall be a school of instruction for all arms of the service, to which shall be sent officers, who have been recommended for proficiency attained in the officers' schools conducted in the various posts.

Provision was also made for attendance at the college of officers of the National Guard, former volunteer officers, and graduates of civilian military schools and colleges. The school had now begun its second phase and matured into an institution of higher military learning, ready to take its place alongside the great military schools of the world. In the same year the Army War College was established in the Nation's capital, rounding out Elihu

Root's concept of a progressive chain of schools to educate and train the officers of the Army.

Leavenworth's second school phase may be considered to have extended through World War I, and numerous changes were effected during this period. The program of instruction was expanded to reflect an integrated picture of the Army's arms and services. Because student attendance was still limited to only infantry and cavalry officers and owing to the desire to subdivide and enlarge the instructional mission of the school, the college was redesignated in 1904 as the Infantry and Cavalry School and the Staff College. The complete course comprised 2 years, with all students attending the first year's course (the Infantry and Cavalry School), and selected ones attending the second year (the Staff College). In the following year, 1905, the Army Signal School was established. This rapidly expanding military educational center functioned under the one commandant and staff, with additional instructors being assigned. The basic school was the Infantry and Cavalry School which was redesignated the United States Infantry and Cavalry School in 1905. Shortly thereafter it became readily apparent that the student body was much too limited with respect to numbers, grade, and branch representation, and it was decided to augment it with engineer, signal corps, and field artillery officers, in addition to those of the infantry and cavalry (all officers to have attained the grade of captain as a prerequisite for attendance).

Accordingly, in 1907 the name of the basic school was again changed to the Army School of the Line. In 1908 this school was merged with the other schools and the entire group designated the Army Service Schools. The Army Field Engineer School and the Army Field Service and Correspondence School for Medical Officers were both added to this significant group in 1910. The Leavenworth School

System had indeed come of age and was ready to bear fruit for America's participation in World War I.

With the advent of this war Fort Leavenworth established an indelible reputation on the international scene through the medium of its Army Service Schools' graduates who went forth to fill key positions in the American Expeditionary Force in France. They rapidly rose to command of brigades and divisions and served in high staff positions, both at home and abroad. During this period Fort Leavenworth became a very active training center for both draftees and newly commissioned officers. Throughout World War I the operation of the Army Service Schools was suspended and the instructors were ordered to duty with units.

Third Phase

In 1919 the schools were reopened as the School of the Line and the General Staff School. This marks the beginning of the third phase in the history of the Leavenworth School System—a phase which was founded on actual experience in large-scale military operations and which, with many constructive modifications, has in fact continued to the present. The National Security Act passed by Congress in 1920 had the same significant impact on Leavenworth and the Army's Educational System as a whole as had the earlier decisions of Elihu Root, for among other things it provided for a great system of progressive military education for Army officers. Branch schools were established for all the arms and services, and the Army School of the Line and the General Staff College was reorganized to be a true postgraduate institution with the mission of preparing its students for higher command and staff positions. By 1922, in which year the name of the school was changed to the General Service Schools, the reorganization was completed. During the academic year 1928-29 the

course of instruction was lengthened from 1 year to 2 years and the school renamed the Command and General Staff School; the course was shortened to 1 year again in 1935.

The period between World Wars I and II witnessed considerable rehabilitation of existing facilities and construction of new ones at Fort Leavenworth. With the enactment of the Civilian Conservation Corps in 1933, a reconditioning camp was established on the Post for these enrollees.

World War II to the Present

The Leavenworth mission of preparing officers for command and staff positions at higher echelons was a significant factor in the American military success



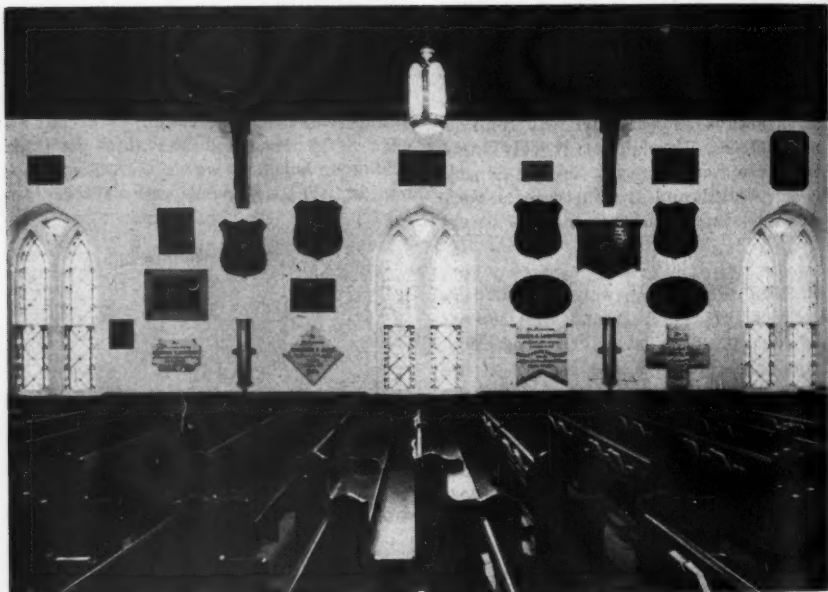
Built in 1908 as a riding hall, Gruber Hall was remodeled to accommodate an expanded student body in World War II.

achieved in World War II. During this war Leavenworth, for the first time, widened its portals to accommodate a greatly expanded student body instead of being forced to close them completely as had been the case during the Spanish-American War and World War I. Even before the United States entered this conflict, the Command and General Staff School had commenced a wartime expansion by initiating a special short course to accelerate its educational program of preparing officers to serve in command and staff positions in the various areas of operations.

In all, there were 27 regular wartime classes, and approximately 18,000 officers,

including Air Corps, Navy, and Marine personnel, were instructed in command and general staff training to meet the requirements of divisions, corps, and armies, or similar units of the Air Corps and service forces. Also included in the curriculum were orientation courses for commanders and staffs of newly activated divisions, the Army portion of a special

constructed originally as a gymnasium, was converted to provide classroom facilities for additional students and is in use today for students of the Associate and other special courses. Pope Hall, a former recreation building which stands on the original site of the first capitol of Kansas, was redesigned for classroom use and today accommodates the students and fa-



In addition to being a beautiful place of worship, the Post Chapel is of great historical interest. Erected in 1878, its walls are adorned with plaques commemorating distinguished officers and enlisted men who have served at Fort Leavenworth, Kansas.

Army-Navy Staff College course, and courses for officers from Latin America. To accommodate all these students classroom facilities had to be greatly increased. A former riding hall was rehabilitated for classroom use and named Gruber Hall; this building continues to be used as a classroom for the Regular Course at the present time. Muir Hall, a former stable, was converted into a classroom building. Another building named Andrews Hall,

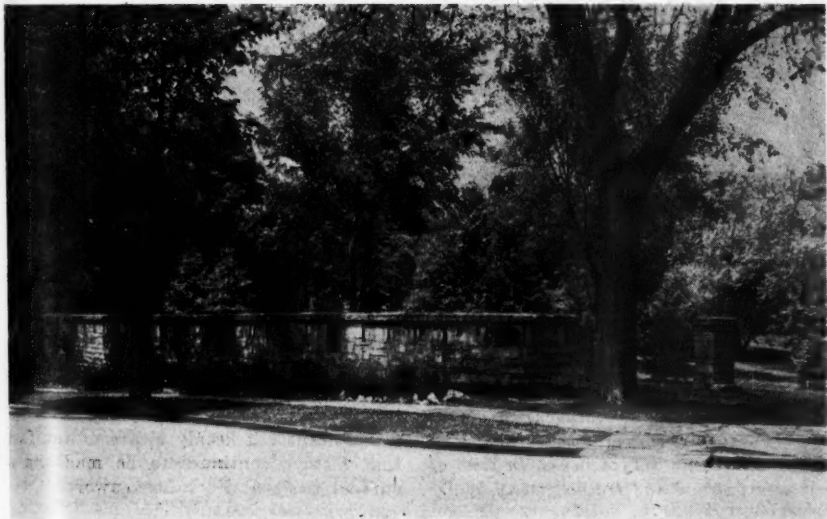
cilities of the Special Weapons Course (a course in the technical aspects of the tactical employment of atomic weapons). Leavenworth had indeed come a long way from the little school envisioned by General Sherman in 1881.

In addition to its vast school program, the Post contributed in other ways to the successful prosecution of World War II. It was the site of a large War Department Personnel Center that processed

hundreds of thousands of selectees during the period 1940-46.

Experience in war has always generated an exhaustive self-analysis of the Army's methods of education and training. World War II, with its ponderous problems of global strategy and tactics, mobilization and employment of personnel and matériel, and time and space factors, was undoubtedly the greatest military laboratory of all time. Leavenworth played a significant role in analyzing the lessons of this

of courses taught and a higher level of instruction. In the following year an Associate Course was instituted to provide for the needs of Reserve and National Guard officers. The Korean conflict caused the number of students attending the Regular Course to be increased from about 400 to its present strength of approximately 600 and the Associate Course was expanded to include more students and both a fall and spring session. The Army War College was reopened at Fort Leav-



A historical landmark is the Old Stone Wall constructed to provide protection against possible Indian attacks. A portion of the wall has been restored and still stands.

war in the light of their impact on the educational needs of the officers of the Army. Following World War II a detailed survey of this problem was made, resulting eventually in a definite officer career program and a reorganization of the Army's Educational System essentially along the lines of the present-day structure.

In 1946 the school was given its present designation of the Command and General Staff College in recognition of the variety

enworth in 1950 but was moved to its present station at Carlisle Barracks, Pennsylvania, in 1951.

Conclusion

This, then, is the Leavenworth story to date. On the occasion of the 100th anniversary of the Fort in 1927 the following observation, which is just as applicable now, was made concerning this stirring story:

The history of the Fort seems to typify

the way in which our Army has marched side by side with American civilization and helped in its remarkable progress. Like the Army, Fort Leavenworth has been a guardian and promoter of the peace and progress of the country, rather than an inciter of war. As the[an] advance post of white civilization in the prairie country



Residence of the Commanding General. Constructed about 1861 as quarters for the Commandant of the Ordnance Arsenal.

west of the Missouri River, it guarded the beginnings of trade over the Sante Fe Trail. Throughout the period of trade extension and western migration, its activities and its position of readiness furnished a large measure of protection and help to our merchants and pioneers. In time of war it organized and trained many bodies

of troops in support of national policies. During the last quarter century Fort Leavenworth has developed a great school of higher military command which has received worldwide recognition for its efficiency.

Within the past year additional emphasis has been placed on the historical significance of Fort Leavenworth to create a renaissance of interest in the long, honorable Army tradition at this Post. The visitor to Fort Leavenworth will now find signposts and markers directing his attention to the numerous historical and cultural objects which exist on the Post and which are available for inspection by the general public. These include the Post Museum, the old fort wall, the chapels, the National Cemetery (in which lie the remains of General Henry Leavenworth, Confederate and Union soldiers, Indian Scouts, and many others who shared in the development of this area), original traces of the Oregon and Sante Fe Trails, various monuments, and numerous quarters and other buildings of past eras. All of these landmarks of the past blend well with those of the present, signifying a military community proud of its memorable heritage but keenly aware of the fact that history continues to be made on a current basis at Fort Leavenworth.

America devoutly yearns for peace. If we could have peace, founded upon justice and honor, we could literally surge forward in every field of constructive human endeavor. We could have more schools, hospitals, highways, and facilities for recreation—we could have more of everything that contributes to a fuller and better life. Above all, we could have tranquillity of mind to enjoy life and to give our people countless advantages they are now precluded from having. However, the peace we so earnestly seek will not come as a result of wishful thinking. In this critical hour our hope for peace can be kept alive only by the most dedicated statesmanship, supported by the sturdy determination of the American people, and by military forces capable of protecting the Nation against the armed might of a powerful, ruthless, and implacable enemy.

Defense against aggression is tremendously important in the life of every one of us today. No matter what our personal views may be on local or our individual problems, we all stand together upon common ground when it comes to the security of our Nation.

Secretary of the Army Wilber M. Brucker

OTHER STAFF COLLEGES

Editor's Note: For this special issue of the *MILITARY REVIEW*, the Foreign Digests Section will be devoted to a description of our sister staff colleges throughout the free world. Although not all inclusive, the colleges discussed are representative of the forms of military teaching employed throughout the world.

Camberley (Great Britain)

This material was compiled from the following: "The Owl and The Antelope," by Captain M. C. N. D'Arcy, OWL PIE, 1954; "Camberley—Its History," by Phillip Sherratt, ANNUAL REVIEW, CANADIAN ARMY STAFF COLLEGE, Christmas 1952; "Some Impressions of The Staff College at Camberley," USI JOURNAL (India); and "Four Generations of Staff College Students—1896 to 1952," THE ARMY QUARTERLY, October 1952.

We wish to extend special thanks to Colonel J. C. Winchester, British Liaison officer and instructor at the Command and General Staff College who gave much valuable aid in the preparation of this article.—The Editor.

TODAY, one of the most cherished abbreviations that the professional British

Army officer can carry after his name is "psc," standing for "passed staff college," for without this stamp of approval the officer has only a greatly reduced chance of reaching the higher ranks.

This was not always the situation, however, for the status of the British Staff College at Camberley has changed immensely from the days of the nineteenth century when it was regarded as almost a vacation spot, a place to unload undesirable officers, and a means of escaping unpleasant duty. During this period the Duke of Cambridge upon being introduced to three of the most promising students at the College replied, "Gentlemen, I am informed by your Commandant that you all three display zeal, initiative, and readiness to take responsibility. I am confident, gentlemen, that you will in time overcome these failings."

Opened after much opposition on 4 May

1799 at the Antelope Inn at High Wycombe as the Senior Department of the Royal Military College and as a "College for the improvement of officers of over 4 years' service, to fit them for staff employment," Camberley had stormy going for many years. Its founder and first commandant was Lieutenant Colonel John Gaspard Le Marchant who sold the idea of the school to the Duke of York, then Commander in Chief of the Army. Colonel Le Marchant was ably assisted in his work by General Francis Jarry, a French Royalist *émigré* who had been the first Governor of Frederick the Great's War School in Berlin. General Jarry became the instructor and the subjects taught were French, German, mathematics, fortification, castramentation, and Jarry's "Instructions Concerning the Duties of Light Infantry in the Field" which covered reconnaissance, exercises, and staff duties. The class opened with 26 young officers who had taken a viva-voce examination for the 2-year course which was to cost each student 30 guineas.

The site of the College and negotiations covering attendance were changed several times. In 1808 the age of entry was raised from 19 to 21 and a qualification of 3 years' service abroad or 4 at home was required. The purpose of the Senior Department was restated as having been formed "with a view to enabling officers the better to discharge their duties when acting in command of regiments, and of qualifying them to be employed in the Quartermaster General's and Adjutant General's Department."

Lean Years

The years until the Crimean War were years of neglect and little help was forthcoming from the Duke of Wellington, who was implacably opposed to all forms of military education and staff training. During this period the number of students was reduced from 30 to 15 and the length

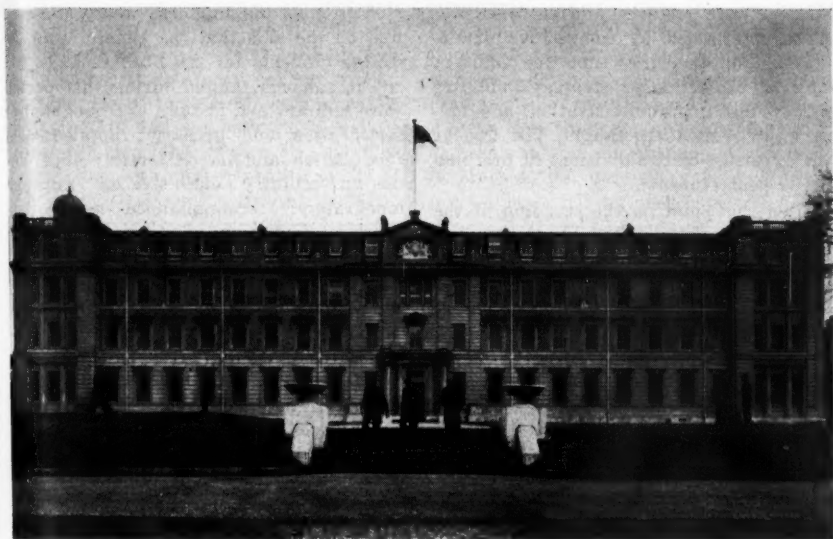
of the course reduced to 1 year. The purpose for which the College had been established was lost in the shuffle and the staff reduced to one instructor. The certificates issued to those who attended classes became valueless and few officers were given staff appointments after obtaining certificates. Between the years 1836 and 1854 there were 216 officers who obtained certificates but only 7 were on the staff of the Army in 1852. As pointed out the Duke of Wellington considered the education of staff officers a waste of time and spared no pains to say so.

New Program

It was the war in the Crimea which saved the Staff College. The frightful administrative breakdowns and unnecessary suffering in the campaign disclosed the complete inefficiency of the British staff. Not until then was corrective action initiated. In 1856 the Duke of Cambridge became Commander in Chief and under him various reforms were carried out. It was decided in 1857 that every officer before appointment to the Staff College must undergo an examination. All officers were required "to write a distinct and legible hand, and compose English correctly." It was at the end of that year that the Queen approved renaming the Senior Department of the Royal Military College as the Staff College, the name it bears today. It was not until 1864, however, that the symbol "psc" was first awarded, as prior to that time qualifying students were dubbed "mcc" for Military College Certificate.

The Staff College building itself was designed in 1859 by a contractor who was noted for building mental institutions. Beyond the London road a mushroom growth of buildings soon sprang up, and the area became known as Cambridge Town, after the Commander in Chief. This name, however, was soon corrupted into Camberley.

Under the new program the College was to have 30 students for a 2-year course.



Construction work on the Staff College building was begun in 1859 and this structure has served as the main building of the College since that time. Above, the main building as seen from the front. Below, the College library contains approximately 30,000 volumes, most of which are military works.—British Information Services photographs.



No fees were required and entrance was to be determined by competitive examination. For the first time the military subjects of artillery, strategy, military history, military administration, and military law were to be taught. The College was to consist of two divisions of first and second year students.

From this point on the standing of the Staff College grew although the size of the classes remained approximately the same. In 1896 there were 24 students who entered by competition and 8 by nomina-

portant than the Japanese treaty and was told by the aide that the general was selecting students for the Staff College.

The subjects taught during this period were military art, history, and geography; fortification and artillery; applied field fortification and minor tactics; staff duties and military administration; military topography; reconnaissance and other practical field work; military law; modern languages (French and German); natural science; and riding. It appeared that the syllabus seemed designed to complete an officer's neglected military education rather than to prepare him for staff work. Much work was done out of doors such as digging trenches, putting up wire, building bridges, and laying railway rails. With a change in commandants, the field work was directed toward small tactical operations of war, and writing estimates and operation orders for a small mixed force, but not for a brigade or a division. Previously students had reported that they had not written a single operation order while at the College.

In his lectures on military history, Colonel G. F. R. Henderson, best known as the author of a comprehensive work on the campaign of *Stonewall Jackson*, never bothered much about what had happened but took the circumstances as a framework for instruction—for example he asked his students to consider how Napoleon would now march to Waterloo and to work out what might have happened if D'Erlon and Grouchy had not gone astray. He dealt with the German campaigns rather perfunctorily, not touching on partisan warfare or the necessity for lines of communication. As his hero was *Stonewall Jackson* a great deal of time was spent on his maneuvers in the Shenandoah Valley in the Civil War.

Essays were written on military subjects and the class worked in syndicates or groups of three to reduce the labors of the instructors. Only one war game was



The Staff College's well-known symbol has long been the owl, surmounted by a crown.

The importance with which the College was regarded by some during this period may be gleaned from an incident which occurred when the treaty of alliance with Japan came up for renewal. An officer had been sent to obtain the approval of the Chief of the General Staff to a certain paragraph. The general's aide reported that the general was very busy and could not possibly be disturbed. The officer wanted to know what could be more im-

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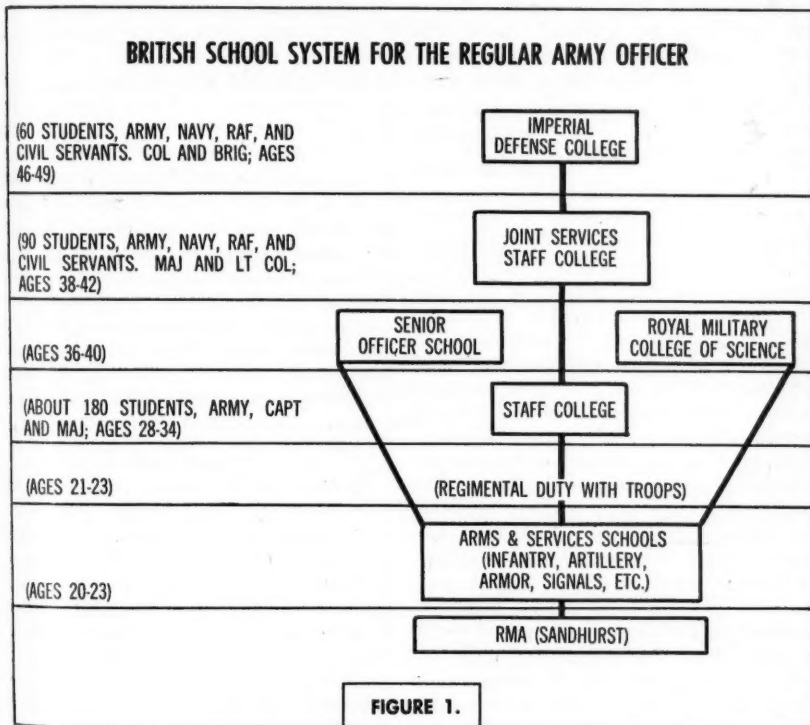
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played each year and this was between the Seniors and Juniors. Very little was said about staff duties and military administration. It was very difficult to find instructors with practical experience as Great Britain had not been engaged in a major war since the Crimea of 1856. The student was required to spend 6 weeks of each year in training with other arms.

languages, and strategy. In the period just prior to World War I the staff consisted of many outstanding instructors who went on to become distinguished generals and this tradition has been continued. At this time there was a great amount of emphasis placed on meticulous accuracy in staff duties, and every error, including the most trifling ones, received a ring



In 1904 the size of the class was increased to over 100, and it has never dropped below this figure except during the period of World War I when the College was closed. Those seeking competitive vacancies in 1913 in addition to being examined on the usual military subjects found it essential to take voluntary examinations in higher mathematics, two

of red ink around it. As a consequence when orders and messages had to be written in the field, a graduate could concentrate his full attention on the substance without having to worry about the form. It was felt that there were too many lectures and that military history was taught for its own sake and no sustained effort was made to extract the lessons

which might be applicable to modern war. Tactical schemes were practical and a great deal of latitude was allowed in solutions which often differed materially from the "school answer." Upon graduation all members of the 1914 class were given minor staff appointments.

As was pointed out, despite much opposition born out of experience gained in the South Africa War, when it was shown that there were too few staff officers, the Staff College was closed during World War I and not opened again until 1919. (The same criticism applied to the Command and General Staff School of the United States Army.)

Increased Scope

In the 1930's instruction at the Staff College had changed to include instruction on a higher level including corps and army. During the first year instruction was still confined to staff duties within a division but in the second year, in addition to instruction on the corps and army level, co-operation with the other services was also stressed. This included a big "combined operations" exercise in conjunction with the Royal Navy and Royal Air Force Staff Colleges. A vast amount of instruction not directly connected with military matters was also given including visits to large industrial plants. There was some individual work but as a rule work was done in syndicates of three or more officers, in which an officer might have any assignment from an army commander to a staff captain.

Some students felt that the second year instruction was on too high a level and that time was spent in learning to be very high commanders approximately 12 years before even the select few could possibly attain such heights. On the whole the course was felt to be well rounded and World War II officers were thankful for their training at the College. Many officers who distinguished themselves during this war were on the staff of the College at this time. They included Sir John Dill,

Sir Henry Maitland Wilson, Sir Ronald Adam, and Air Marshals Leigh-Mallory and Sir John Slessor. Many of the students in this group became major generals or higher and had outstanding war records. While new students were warned by the old hands that the course was extremely strenuous and only the best qualified could avoid a nervous breakdown, it was found that the entire program was a well-balanced blend of work, organized recreation, and leisure.

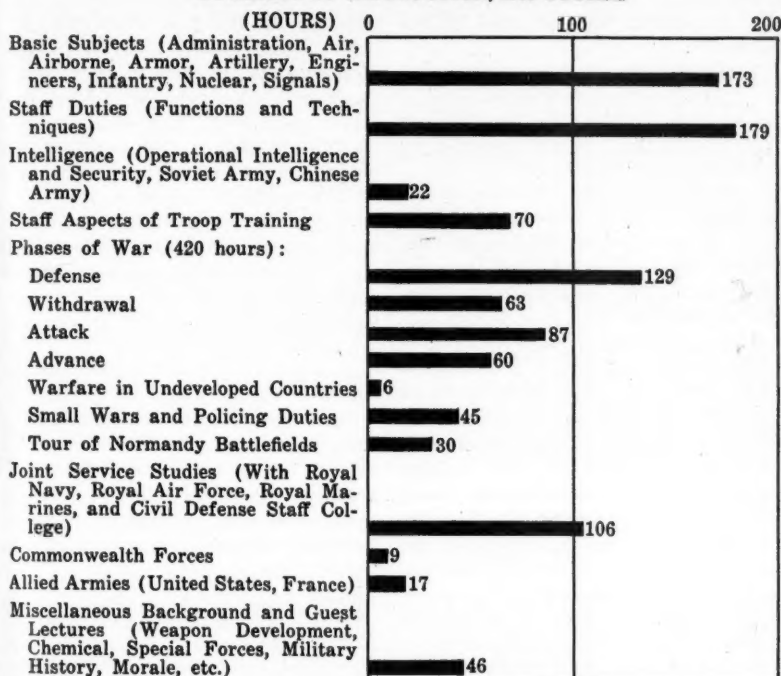
During World War II, because of the bitter experiences of World War I as far as staff work was concerned, the College was not closed but the course was shortened and the number of students increased.

When things got back to normal following World War II, it was decided to limit the length of the course to approximately 1 year and the number of students to about 180, of which 140 are British Service officers and the remainder Commonwealth officers and officers from allied countries. The actual number is based on estimated requirements of future staff officers and may vary from year to year.

Course Aims

The aim of the course is to train for war and in so doing prepare officers for staff appointments in the rank of major and with further experience for command. Throughout the course the instruction is designed to teach students a sound method of approach to military problems of all kinds and to ensure that they acquire the ability to obtain and assess the detailed information necessary to solve a problem and to present a solution quickly, clearly, and concisely. Particular attention is paid to the training of officers to work as members of a team. The student concentrates almost entirely on staff work in the field, mainly at brigade and divisional level, and only to a limited extent is there any specialist study above division level. There is not much attention paid directly to training in higher command, as it is be-

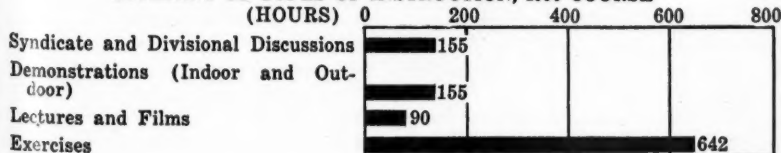
SUMMARY OF INSTRUCTION, 1956 COURSE



TOTAL HOURS 1,042

NOTE: Although the subject "Nuclear" appears under Basic Subjects, the nuclear aspects of warfare are studied throughout the course along with conventional warfare and also under Phases of War. All time shown is "in school time" and does not include time spent by students on preparation for discussions or on individual research and reading.

SUMMARY OF TYPES OF INSTRUCTION, 1956 COURSE



TOTAL HOURS 1,042

FIGURE 2.

lieved that this depends more on character and practical experience than on theoretical learning. As a result the word "command" is omitted from the title of the College.

Method of Appointment

Before he may attend the Staff College an officer must first be recommended by his commanding officer and this recommendation must then be approved by his brigade and divisional or equivalent commander. If the officer qualifies, he is then eligible to take the annual entrance examination which consists of written papers on the organization of units, tactics, administration, military law, military history, and current affairs. It is a comprehensive examination and is designed to ensure that the officer has sufficient military knowledge and general intelligence to warrant training at the Staff College. Approximately 20 vacancies in each course go automatically to the top 20 officers in the entrance examination. They gain admittance strictly on brainpower, irrespective of other attributes, while the remaining vacancies are filled by officers selected from those who have passed the examination. These selections are based on character, personality, sense of humor, suitable temperament for staff work, and other military virtues. There are a few vacancies which are filled by direct nomination, usually going to outstanding officers who have not been in a position to take the examination because of prolonged field duty. In 1955 only 31 percent of those taking the examination passed it.

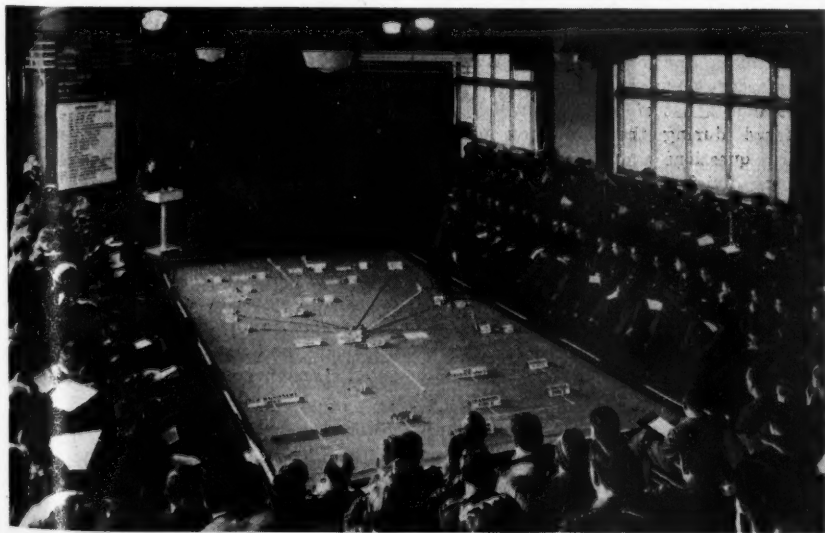
The entrance examination is the only one that is held as there are no marked examinations during the course. The student is under observation all the time, however. The class is divided into syndicates with 10 students to a syndicate under one lieutenant colonel instructor. There are six terms in the year and at the end of each term the instructors change. Be-

fore changing each syndicate instructor writes out in detail his estimate of the potentialities of each student so that by the end of the year there are six independent estimates on each student. In reporting on students, instructors give more weight to character and personality, sound judgment, commonsense, and ability to think originally and accurately under crisis conditions than they do to sheer factual military knowledge.

Much of the instruction is on a discussion basis with all students encouraged to express their opinions. The first two terms last 2½ months each while the others are approximately 6 weeks each. The early part of the course is devoted to instruction in those basic subjects in which it is felt all officers should acquire a common minimum standard of military knowledge. Subsequent instruction is then based upon this foundation. Beginning with the second term a study is made of the employment of all types of divisions, including those arms from outside the division which are normally available to support it in battle in all phases of war. The influence of airpower upon land operations is studied throughout the course. During the fourth term the entire class is usually taken on Royal Navy ships to Normandy to tour selected battlefields. Occasionally the group may be used as umpires in an important maneuver. One recent class served as umpires for the Northern Army Group in Exercise *Battle Royal* conducted in Germany. Joint exercises are held with the Royal Air Force Staff College during the latter part of the course and an amphibious exercise is conducted with the Royal Navy Staff College. Members of the Civil Defense Staff College visit Camberley and discussions are held concerning civil defense and its organization. The final 3½ weeks which is open only to British Service and Commonwealth officers is devoted to the study of future war, atomics, civil defense,



The syndicate method of instruction is employed at Camberley and consequently the classes are small, numbering about 10 students in each syndicate. Above, a typical syndicate during its discussion period. Below, 23 countries are represented at this demonstration on the control of air support.—British Information Services photographs.



and addresses by leading military figures of all services.

During the past year these lectures were delivered by such persons as the Home Secretary, the Minister of Defense, the Secretary of State for War, the Chief and Deputy Chief of the Imperial General Staff, the First Sea Lord, and the Vice Chief of the Air Staff.

Instructor Personnel

As the College feels that the success of the entire program depends on the standards of its instructors, they are carefully selected. The qualifications of a typical instructor from the Infantry would indicate that he was a graduate of the Staff College, had distinguished himself in field duty, and successfully performed duty as a staff officer at division and War Office level.

To aid the student in his preparation for a syndicate discussion period a precis or outline is given to him several days prior to the one on which the discussion is to take place. A typical precis is the one on the infantry battalion which states that its aim is to explain briefly the organization and employment of the infantry battalion, and to give important detail for reference purposes. Following the text material is a list of questions which will be asked during the discussion period. Typical questions are: "The basis of the infantry division is its infantry and the latter still march. Discuss how training and forethought can help a battalion to move quickly on foot"; and "During World War II occasions arose when owing to casualties and lack of reinforcements, rifle platoons fell below effective fighting strength and temporary reorganization became necessary. Under such circum-

stances which of the following three causes would you prefer and why? Reorganize each rifle company on a 2-platoon basis; reduce the number of rifle companies from four to three; or take personnel from other elements of the battalion in order to retain four rifle companies." The instructor is furnished a guide sheet which enables him to see that all essential points are covered during the discussion.

Upon graduation the officer is normally assigned to staff duty. He does not, however, stay on staff duty for the remainder of his career. He alternates between periods of staff work and troop duty. In addition to furthering the officer careerwise, this system also helps to ensure that when he is assigned to staff duty, the orders he prepares are practical and not theoretical or unrealistic. There is some agitation to restore the course to its former 2-year period but because it is felt that the school-trained officer will benefit from practical experience and his field service career is short enough as it is, there is much doubt that the College will revert to its prewar program.

Results in the field have proved the worth of the British staff officer indicating that the program as fostered by the Staff College at Camberley is well rounded and the instruction practical.

The Duke of Wellington is credited with saying that the Battle of Waterloo was won on the playing fields of Eton and although he was unalterably opposed to the formal schooling of staff officers, there can be little doubt that the classrooms of Camberley have contributed immeasurably to the many winning battles in which the British Army has participated since that time.

Peace can be achieved for the free world only from a position of ready strength—a strength which we all pray we will never have to use.

Assistant Secretary of Defense Carter L. Burgess

The Commonwealth Staff Colleges

This article was compiled from material available in ANNUAL REVIEW, CANADIAN ARMY STAFF COLLEGE, Christmas 1952.—The Editor.

IN THE early days of the British Empire the self-governing colonies, predecessors of the dominions, were free from almost every obligation of contributing either by personal service or monetary payment toward their own defense. This was changed, however, in 1862 when the British House of Commons decreed that "colonies exercising the right of self-government ought to undertake the main responsibility of providing for their own internal order and security, and ought to assist in their own external defense." As a result, Imperial troops were gradually withdrawn from the self-governing colonies, and encouragement was given to the development of local military systems.

Under the Statute of Westminster enacted in 1931 it was decreed that no acts of the British Parliament could extend to a dominion except with its own consent so that by 1931 the dominions had become in law quite independent states, although having a common allegiance to the British Crown. Thus when Great Britain declared war on Germany in 1939, each of the dominions had the power to decide for itself what course it would follow.

It is under this policy that separate military forces have been established in the various Commonwealth nations. Australia, Canada, India, Pakistan, South Africa, and the United Kingdom have established their own staff colleges for the training of staff officers for their armies. All of them are based generally on the Staff College at Camberley.

In 1908 the Staff College of India, fondly called the younger brother of Cam-

berley, was moved from its birthplace Deolali, near Bombay, to Quetta where it remained for approximately 40 years. When Pakistan and India were partitioned the Indian Staff College moved to Wellington in the Nilgiris in South India, while the Staff College for the Pakistan Army remained at Quetta.

After the partition the Defense Services Staff College of India was opened on 5 April 1948 with 50 students in attendance. It was destined to grow both in size and stature, however, for soon after its opening Lord Louis Mountbatten and Sir Archibald Nye paid a visit. Both men were enthusiastic supporters of interservice cooperation and the new College presented a unique field for the realization of their dream. They recommended that staff training for all three services be conducted at Wellington by pooling resources and overhead in one college. This recommendation was accepted and finally implemented in 1950. Today, this College holds the unique distinction of being the only institution of its kind in the world where staff officers of all three services are trained together.

Each year there are about 100 students in the class, including officers from the United States, Australia, Great Britain, and Canada, and civilian officers of the Central Government of India who are, or are likely to be in the future, serving in the Ministry of Defense. The objective of the College is to train officers to serve in staff appointments in the grade of major, and with further experience for command and higher staff appointments. An additional objective of the course is to train staff officers to find practicable solutions to whatever problems may confront them in peace or war.

The instruction in each subject is thorough and spread over a considerable

period. The area surrounding the College is ideal for training exercises as almost any type of terrain can be found.

The Staff College at Quetta was originally founded in 1905 by Lord Kitchener, Commander in Chief in India. Before World War I Quetta conducted courses for about 25 students each year. During the war, however, it became a Cadet College. Following this war, it again became a staff college and turned out from 40 to 60 graduates annually until 1939. In World War II the College increased its attendance to about 180 students. After the partition in 1947 the size of the classes fell to about 50 to 60 students, but included officers from the United Kingdom, Canada, Australia, and the United States.

The course is divided into four phases of approximately 10 weeks each. During the first phase emphasis is placed on participation with troops in the field (battalion size) in the various operations of war. There is also a considerable amount of time spent on "minor staff duties" which are principally letter writing and preparation of forms. The second phase is concerned with the staff aspects of the various operations of war on division level with one problem being devoted to each operation. The third phase is concerned with unit training and writing various training exercises as well as special operations. The final phase is concerned with the broader aspects of military education. The syndicate method of instruction is used with approximately 10 students in each syndicate.

The study of the operations of war includes a study of the movement, tactical employment, and administration of the Pakistan infantry brigade and division, and includes all arms which are available for support in battle. The armored and other types of divisions found in the Commonwealth countries are also studied. The handling of air support and supply by air is another important feature of the curriculum. The study of training covers

the preparation of indoor and outdoor exercises and the technique of umpiring. The following subjects are included in the broader aspects of military education: interservice cooperation, debates, and strategic problems. The study of future warfare has recently been added to the syllabus. Particular attention is paid to the training of officers to work as a team.

Among the distinguished graduates of the College are Field Marshal Sir Cyril Deverell, former Chief of the Imperial General Staff; Field Marshal Lord Ismay; Field Marshal Sir William Slim; Field Marshal Sir T. A. Blamey, Australia; and General K. M. Cariappa, former Commander in Chief, India. Among the Directing Staff were such distinguished soldiers as Field Marshal Viscount Montgomery, Field Marshal Sir Claude Auchinleck, and General Sir B. C. T. Paget.

Another important link in the Commonwealth defense wheel is the Australian Staff College from which are graduated approximately 30 officers annually. The average age of the officers attending the course is 32 and the average military experience is 14 years. The College is located at Queenscliff, Victoria, approximately 65 miles south of Melbourne. The course lasts 10 months and is divided into four terms of about the same length.

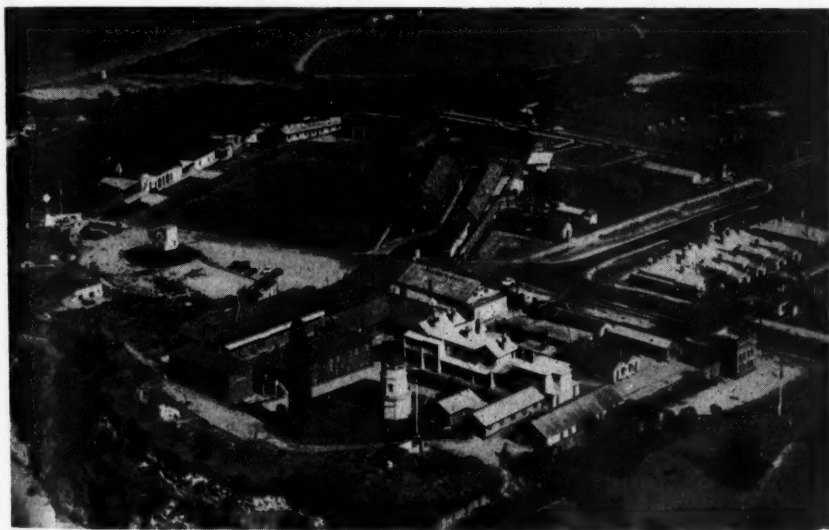
The student is expected to learn by self-study rather than to be taught through formal presentation by instructors. Classroom work is conducted on a very informal basis with practically no platform presentations. There are no formal examinations given but each student is graded on his ability to express himself verbally and in writing during the course. A great deal of weight is placed on the ability of a student to work in harmony with the other members of the syndicate, and syndicates are changed from time to time to enable officers to work with all students during the course. There are normally three syndicates of approximately 10 students each. The program of instruction

includes all phases of war with emphasis on the staff functions in each case. Instruction is directed toward regiment and division level with a few problems on joint operations. The work schedule is normally based on a 38-hour week.

There are a total of 1,480 hours of instruction presented during the course which cover such subjects as staff duties, administration and movements, services,

at historic Fort Frontenac in Kingston. The curriculum is very similar to that conducted at Camberley and the syndicate method of instruction is employed. The course lasts 10 months and there are between 80 and 90 students in each class. Included in this group are students from the United States and other allied nations.

The solidarity of the British Commonwealth was aptly displayed in 1939 for



The Australian Staff College is located at Queenscliff, Victoria, south of Melbourne. In this aerial photograph, the main buildings can be seen in the left foreground.

and the organization, command, tactical handling, and administration of each arm. Also studied is the employment of armored infantry and airborne units and their supporting arms. Other subjects included in the curriculum are amphibious warfare, military history, and future war and the effect of new weapons and developments.

The Canadian Army Staff College located at Kingston was started in 1941. It was not until 1946 that the Canadian Army Staff College was made a regular establishment of the Canadian Army and in 1947 it was moved to its present location

when the United Kingdom declared war on the Axis Powers, she was joined almost immediately by all the dominions in similar declarations. The part that dominion troops played in the successful conduct of World War II indicated that they were well trained and led. Many of Great Britain's greatest military leaders have been graduates of the dominion staff colleges and every indication has been given that these colleges are on firm foundations and that the graduates will be prepared to assume important responsibilities on combined allied staffs.

Ecole Supérieure de Guerre (France)

This article was compiled from the French brochure, L'ENSEIGNEMENT MILITAIRE SUPÉRIEUR 1er ET 2e DEGRÉS, June 1955.

Until the closing of the Advanced War College (Ecole Supérieure de Guerre) at the beginning of World War II, the subject matter covered was approximately on the same level as that taught at the United States Command and General Staff College. Since its reopening following World War II, however, the curriculum of the last half of the Staff College (Ecole d'Etat Major) and the first year of the Advanced War College now approximate that of the Command and General Staff College.

We wish to extend special thanks to Lieutenant Colonel Jean P. Meslet, French Liaison officer and instructor at the Command and General Staff College, who gave much valuable aid in the preparation of this article.—The Editor.

BORN of the defeat inflicted by the Germans in the Franco-Prussian War of 1870, the Advanced War College (Ecole Supérieure de Guerre) has contributed many highly trained staff officers and commanders to the French Army through the years.

The reverses of 1870 led the French Army to take stock of itself. It perceived that although it had fought in Algeria, in Italy, in the Crimea, and in Mexico, it had been defeated by a Prussian Army which had not been engaged in war between the period 1815-64. War experience, they concluded, was not in itself a sufficient basis for training officers: experience should be complemented by study and, when necessary, replaced by it. The cadres had to be given practical training in their

task and, following the example of the German Army, large numbers of officers had to be made ready for the tasks of command.

A French staff corps had been created in 1818 by Marshal Gouvion Saint Cyr but it was a special, exclusive corps and had its own leaders. The staff officers were recruited by competitive examination. They were not without merit but were rather badly employed and the majority of them, without contact with the ranks, vegetated in sedentary posts, occupied more with administrative tasks than with activities which would prepare them for war.

As a result of the War of 1870 a prompt reform was started in the mode of recruitment, organization, and utilization of the staff corps. In 1872 a committee composed of general officers designated to study this reform proposed the creation of an Advanced War College designed to prepare officers for a competitive staff examination. It was planned to admit candidates coming from the troop units of all the branches of the service and to replace the staff corps by a staff service. Taken up again in a more thoroughgoing manner by General de Castelnau, chairman of the committee, this idea was given concrete form in the law of 15 March 1875 which prescribed the creation of an Advanced Military College (Ecole Militaire Supérieure). In the framework of this law, a decree of 18 February 1876 instituted in Paris "Special Military Courses" open by competitive examination to lieutenants and captains. These courses were designed to prepare officers either for staff duties or the exercise of higher command and were to extend over a 2-year period. The first examination took place immediately and classes began on 15 May 1876.

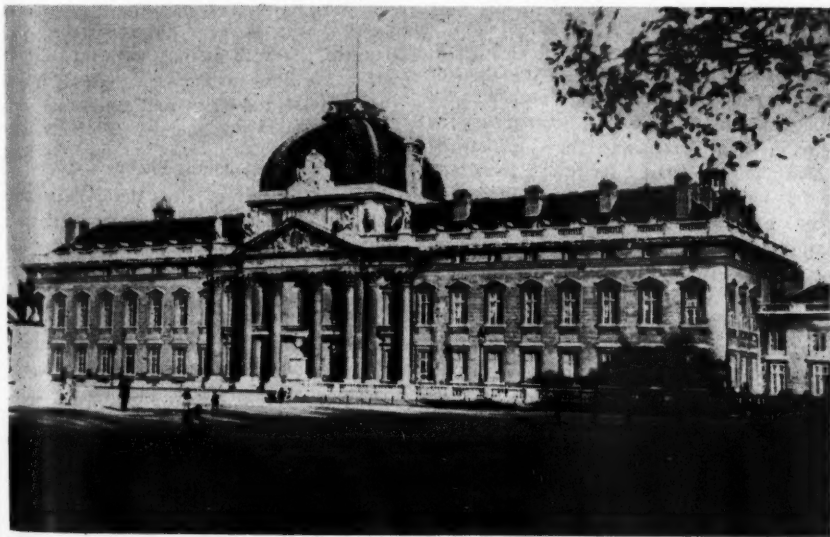
General Lewal, the first commandant,

assumed his post in October 1877 and did much to get the College off on the right foot. His announced aim was to train officers of the various arms for staff service and to give them the general knowledge required for command. On this basis General Lewal evolved the form and nature of the teaching. The measures adopted were to serve for a long time as a foundation for the training of French staff of-

all subjects will be given the students.

The first year of study will be devoted to the solution of the problems connected with basic units—that is to say, from a single arm or from a single service. The second year the problems will deal with composite units comprising all the arms and services.

Each technical problem will be dealt with theoretically. The conclusions arrived



The main pavilion of the Ecole Militaire, the advanced training school for army officers, as seen from the Champ de Mars.—French Embassy Press and Information Division.

ficers. His ideas are summarized in the following directives:

Tactics is the dominant, basic, and principal part of the science of war.

Courses whose aim is not direct preparation for war service must be abandoned. Only those are to remain which, due to their nature, are able to back up and corroborate the principles established in the tactical courses. Increasing effort will be made to give dominance to tactics as opposed to strategy; military science as opposed to military art; and in order to accomplish this, very positive notions on

at will be viewed in the light of what has actually happened, thus capitalizing on historical examples. Narrational history will then give way to the study of the reasons for success or failure. Next, critical or comparative instruction will be taken up through examination of the solutions prescribed by the regulations in use in other countries. As a conclusion there will be practical instruction through terrain exercises.

General Lewal added:

The courses must not confine themselves to merely giving an account of past events

or to presenting present conditions. They must also foresee and prepare for the future. Only on this condition will they be fruitful.

It was also the intention of General Lewal that the College should not limit its role to the training of a few privileged officers, but that it would become a center of progress and instruction whose influence would be beneficial to the entire Army.

Colonel Maillard, instructor in General Tactics and Infantry, planned to base his studies on the successful operations of the Germans in 1870. He summarized the events of a battle and then, examining them one at a time, "dissected" them and presented them for discussion. Following these analyses he summed up the lessons taught. These were verified on the terrain, and it was there, for the first time, that the "phases" of the battle became apparent.

The regulations announced the principles, but what was necessary was "to bring the officers face to face with the eventualities of war, with the unforeseen features involved in them, to train their judgment." His desire was that the activities of war should be regarded as the true activities of the staff officer.

Instruction in Tactics

Military history was looked on as a means of instruction, as a means for exercising the faculty of reason, not that of memory. With Maillard, consistency of teaching appeared and general tactics became the common foundation for instruction.

Thus Lieutenant Colonel Langlois, in his artillery course, placed the accent particularly on the tactical employment of the artillery in combination with the other arms—which, for that time, represented singular progress.

Tactics, as it was taught, constituted "the beginning of a veritable renaissance of the military art in France." It was

inspired by the lessons taught by history and employed, to an increasing extent, the so-called method of *concrete cases*, pushing the pedagogical method into the background.

However, the labors to which they had devoted themselves, as well as those undertaken with reference to the Battle of Froeschwiller by Colonel Bonnal, who had been called to teach the course of Military History, Strategy, and General Tactics, soon showed that the enemy had committed errors during the campaign in which the French had been defeated, and that French passivity and ignorance had greatly served the enemy's interests.

Napoleonic Theory

It was perceived, also, that Clausewitz and Moltke based the greater part of their doctrine on Napoleon's campaigns. The College had, therefore, to go back to the Napoleonic maneuvers and battles. It was a sort of "return to original sources" and a veritable act of faith in the value and perennality of French military thought.

Colonel Bonnal took up these studies. His teaching was concerned mainly with the thought of the individual who was the author of the event—that is, the thought of the leader. He attempted to grasp the method by which Napoleon handled armies and army groups. He attempted to bring out, in relief, the "concept of maneuver" by according as much importance to the ideas expressed in orders, letters, and instructions—even when these were not executed—as to the events themselves.

After the study of several campaigns, he succeeded in this way in learning that, in spite of different circumstances of time and place, certain general ideas were always present, were applicable in the majority of cases, and that certain general schemes were to be memorized. In the course which he taught he stressed the necessity of going back as far as the army, the strategic unit, in order to have all the elements needed for study. During

staff trips even the student officers drafted army orders.

With Maillard and Bonnal this phase of the evolution came to an end. Nevertheless, the historical method, which was represented by these two instructors, did not as yet effect a synthesis between all the studies conducted. There was danger

in 1884 a limited number of officers from foreign armies attended the course. There were only two in 1895 but the number was increased in 1914.

Influence of Foch

At the turn of the century a new figure appeared on the scene and the type of



In the vicinity of the School's main quadrangle are the Champ de Mars, the Eiffel Tower, and NATO headquarters.—French Embassy Press and Information Division.

of its failing to give the officer a sufficiently solid foundation to enable him to develop his knowledge effectively.

On 20 March 1880 a law enacted created the Staff Service and changed the title of the College to Advanced Military College (Ecole Militaire Supérieure). It also authorized the staff certificate, Brevet d'Etat Major, which was presented upon graduation from the College. Beginning

instruction was changed. It was marked by the name of Ferdinand Foch who was later to become a Marshal of France and Commander in Chief of the Allied Armies in World War I. Under Foch military history still served as the basis for study, but both the Napoleonic battles and campaigns and the operations of the War of 1870 were studied. It was by comparing the strategy of Moltke with that of Napoleon that Foch

derived the principles and rules which shaped his ideas on war.

From studies he had conducted Foch developed for the students a *theory of war*, after the manner of Clausewitz, and a *doctrine* which the students were to follow.

This theory was one of fixed principles which, in practice, were to be applied in a variable fashion to particular cases. It gave an understanding of "the nature and essence of war" and, at the same time, dealt with the "salient features" of war in order to teach how to create.

This theory was to be complemented by technical instruction, instruction concerning the capabilities of the various arms, their limitations, and their methods of employment.

This instruction was to be given the students in the form of lectures or in terrain exercises. These exercises were to be based on actual situations and experiences, rather than artificial ones and which Foch defined in the preface to the fourth edition of *The Conduct of War* thus:

Again, it is by the development, through study, of their powers of analysis, then of syntheses—that is to say, of their powers for drawing conclusions in a purely objective manner when confronted with actual cases selected for this purpose from history in order to prevent any divergence of study—that they can acquire the ability to arrive at a prompt and judicious decision and that they will be ensured, through the conviction which comes from knowledge, sufficient confidence for making this decision on the terrain.

In these practical exercises would be seen manifested "what we call doctrine, or intellectual discipline," stated Foch, that is, a single way of regarding things, hence a single way of seeing them, then a single way of acting in order to arrive, through "an unreserved adaptation of means to end," at "rational conduct after

objective study and at that supreme art of acting logically without need for long reflection."

Nevertheless, the influence of scientific advances on the evolution of the military art was not to be forgotten. Thus we see Foch studying successively, in his *Principles of War*, the battle in the historical example of Saalfeld, then the modern battle, and analyzing the characteristics of the armies of his time and the tactical modifications to which they would logically give rise.

In short, the student officers were to learn to appraise a situation, "to understand verities," as Foch said. They were to acquire sound judgment then, unceasingly, to exercise this judgment, seeking to discover the *raison d'être* of things, with constant recourse to reflection. In brief, they were to learn to think.

In 1904 Bonnal noted that, "The doctrine of the War College has established itself automatically because it answered a need and satisfied the tendencies of the entire army." This judgment was truer still in the time of Marshal Foch, who represented the completion and the crowning of the enormous tasks performed during the 35 years between the College's beginning and 1914.

General Joffre was appointed in 1910 to exercise the functions of Chief of the General Staff. Desirous of attaining unity of doctrine in the High Command, he endorsed the methods of the College by immediately surrounding himself with former instructors and by emphasizing the importance he attached to strategic and tactical map exercises and terrain exercises as practiced at the War College.

In 1911 the Reserve Officers' Training School of the Staff Service was attached to the Advanced War College. This arrangement continued until 2 August 1914 when the classes then in session were mobilized and the College was closed for the duration of World War I.

Among the great French officers of World War I who taught at the College were Foch, first an instructor and then commandant; Langlois, whose Artillery course constituted a remarkable base for subsequent studies; Lanrezac, an instructor in the General Tactics course who became Army Commander; Marshal Pétain, Commander in Chief of the French Armies in 1917-18; and General Debeney, Chief of the Army General Staff following the war.

Reopening in 1919

When the College reopened in 1919, the direction that advanced military instruction should take was again studied. Before 1914 a war of movement had been studied but very quickly a stabilization of fronts had occurred resulting in trench warfare. The operations of the latter part of 1918, during which the Allies regained the initiative resulting in victory, had not permitted the exploitation of the open terrain. Therefore, the technique and conduct of combat appeared to be the basic elements on which instruction should rest. Nevertheless, problems relative to maneuver were soon raised not only in regard to continuous fronts, but also the open terrain.

Colonel Lemoine who, in 1922, was teaching General Tactics, expressed himself as follows:

We must look forward to the next war beginning with operations in which the two adversaries will be able to make use of the open terrain. Looking at the matter from this point of view there is, therefore, a blank space in our immediate experience and we shall have to fill this by going back to the lessons of the past.

Instructional Methods

Instruction assumed the following form: Practical exercises and training, which occupied the major part of the program, covered the division during the first year and the corps the second year. Strategy

was no longer taught at the Advanced War College, but was included in the curriculum of the Center of Advanced Military Studies, a higher college.

As an introduction of a knowledge of the rules involved, the elementary technique of combat was first studied on the basis of interesting historical cases taken generally from the battles of World War I. The aim of this study of tactics was to lead to the determination of specific capabilities and their tabulation. Moreover, considerable progress was made in the study of combined arms—which became the “basic act of the Command.” However, the lessons of the war were still fresh and matters such as morale of troops, quality of command, cases of “friction,” and imponderables were definitely emphasized.

Maneuver studies pertained respectively to the division and the corps. Again, it was Colonel Lemoine who wrote:

We are not attempting to establish the superiority of one maneuver over another. We are seeking, simply, to see the characteristics of each and to bring out the conditions under which it was executed.

The maneuver was broken down into phases. The instruction was conducted by studying, in their chronological order, the operations by which a battle is started, developed, and brought to its conclusion.

With the passage of the years and within the framework of the tactical studies pursued, a mode of reasoning assumed form. Gradually perfected, this permitted the attacking of any tactical problem, analyzing its factors, and arriving at a logical solution.

Although the study of history was separated from the tactical studies and was regarded as a complement to general military education, it was nonetheless true that it was with historical cases, selected for their value as examples in modern or

Napoleonic campaigns, that the search for the initial causes for success or failure, and their repercussions, was conducted.

While it was the rule at the College following World War I not to go beyond the corps in the level of instruction, exceptions were made in the discussion of the maneuvers of an army which included several corps. In order not to be limited in the scope of instruction, the probable enemy in a future conflict was not given the same characteristics as those of the French Army. In fact as early as 1932 one instructor advocated the study of the influence that a combination of mechanized formations and aviation would have on the strategic picture.

Up to the eve of World War II the General Tactics and the Service Branch courses continued to follow the classical norms established by instruction in the tactical employment of large units. However, several instructors, including General Altmayer, stressed the necessity for requiring war of movement as the aim and end of the work of the College, as it definitely appeared that this was what the Germans meant to impose, in a surprise move, on the French northeastern theater of operations.

It was essential, therefore, to study without delay and to establish a tactical method for the combat of tank units operating in concentrations against other elements of the same nature operating under the same conditions. This meant resumption of the study of operations and tactics on the basis of the advances realized by the means involved. Paths were thus opened into the future.

With mobilization in 1939 the College again ceased its activities and its officers were assigned to other duties. Among those who were there as instructors or students just prior to the closing of the College were General de Gaulle, and the Marshals of France de Lattre, Leclerc, and Juin.

Postwar Reorganization

In 1944, after the liberation of Paris, the Staff Officers' Training Center which was operating at Rabat, French Morocco, was transferred to the quarters of the Advanced War College. It remained there until October 1947 after having been given the title of Staff College (*Ecole d'Etat Major*). The Advanced War College reopened in October 1947 and operating at the same time as the Staff College represented the first step toward the reorganization of advanced military training on an interservices basis.

After the defeat of her army in 1940, the occupation, and her participation in the victorious operations of the Allies, France had to restore her military machine. Among the problems that had to be solved was that complex and delicate one of fixing the new tasks that were to be incumbent on the Advanced War College.

Forms of warfare had been radically transformed and modes of combat had undergone a veritable revolution by reason of the modifications that had been made in matériel, armament, and techniques. New factors, such as the air-ground character of every operation and the importance attained by logistics, had to be taken into consideration. Finally, the Allies, by their methods and the types of operations they brought with them, exercised a happy influence on French concepts and this had to be taken into account.

The College was charged with preparing officers capable of serving on the higher staff; with permitting selection of future leaders; and with collaborating in the establishment and renovation of French doctrine. However, the Command insisted on giving a very definite orientation to the manner in which this instruction was to be altered.

Without rejecting the past, for it was from it, as always, that the great constants of war were to be deduced, main emphasis would be laid on the study of

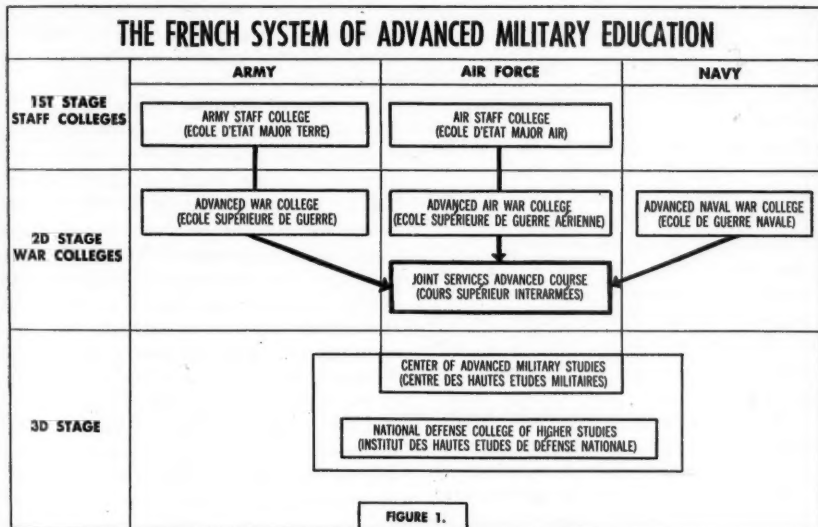
the present—principally on the development of capacity for adaptation. Because of the extreme rapidity of the evolution of scientific advance, and in consequence of the possible forms of war, it was necessary on one hand constantly to bring knowledge up to date and on the other to orientate the studies in the direction of the transformations that this evolution produced in tactics and strategy.

General de Lattre, who at that time was Inspector General of the Army, in

colleges for ground, air, and naval forces. These three colleges were to have a period of several months of study in common designated as the Joint Services Advanced Course. The creation of the National Defense College of Higher Studies and the reopening of the Center of Advanced Military Studies were also announced.

Change in Emphasis

It was in this atmosphere that the Advanced War College was to operate. Its



speaking to the instructors on the future students said:

This school must be able to keep ahead of this evolution in order to be able to adapt itself in time to the needs of the moment. You will engage them [the students] resolutely in the paths of the future, where the spirit of foresight must exercise itself the more actively, since the lessons of the past are powerless to reveal the advances of science.

The staff colleges of the ground and air forces were to be continued in addition to the opening of three independent war

emphasis had been changed from that of staff to command with the technique of staff duties to be taught at the Staff College. The graduate of the Staff College was to receive a diploma while the graduate of the Advanced War College was to receive an advanced military studies certificate. In 1948 the Staff College took over the training and instruction of the Staff Service Reserve officers which had formerly been under the Advanced War College. Since 1949 the commandant of the Advanced War College has also been commandant of the Staff College.

In 1950 it was decided that during the

first year at the Advanced War College the students were to be trained in the technique of the higher staff positions, the command of ground forces such as divisions or corps, and the operation of the services. The second year was divided into two parts with the first being devoted to the Joint Services Advanced Course and attended jointly by the officers of the War Colleges of the three services, ground, air, and naval. In the second part of the course the use of these three services in conjunction with one another is studied.

In the French Army, today, advanced military instruction is divided into three successive stages. The first stage is for staff service in the combined arms and for tactical command at regimental combat team or combat command level. During the second stage the officer studies for administrative posts on combined staffs. In the third stage the officer is trained to exercise command of higher units and for service in the highest posts charged with the preparation and conduct of war.

Instruction for the first stage is accomplished at the Staff College where every year approximately 100 officers, about 30 years old, are selected to attend the classes. Their selection is based on results of written tests on general culture and by an oral examination on the organization and functions of the various arms and services.

The instruction at the Staff College covers a period of 9 months and is divided into three periods. The first period consists of a series of preliminary exercises dealing with the study of the various arms and their joint use at regimental level. There are two exercises with a regimental combat team and two with a combat command. There is also an exercise in staff technique dealing with movements and the work peculiar to each staff section in planning and preparing orders. The second period consists of three exer-

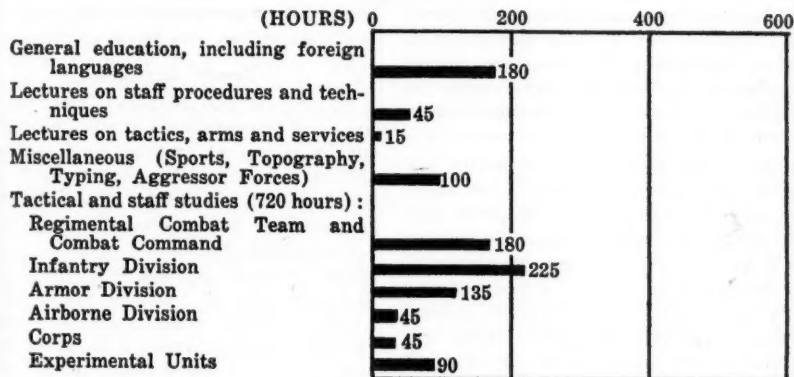
cises in elementary tactics and applied technique on the level of the airborne division. During these two periods the students individually and without aid of the instructors are required to study case histories of applied tactics at regimental combat team or combat command level. During the third period there are exercises in applied tactics and techniques which extend to the division level.

Advanced War College

When he is around 40 years old, the officer who successfully passes a difficult examination is selected to attend the Advanced War College or second phase of the program. Because of the field of instruction covered in the Advanced War College, it is planned that eventually only graduates of the Staff College will be enrolled. Today, graduates of this College compose about 50 percent of the present class. At the Advanced War College the course of instruction is divided into two cycles. The first cycle lasts 9 months, from October to July, and comprises three types of exercises. There are five basic exercises of which two cover concrete case studies of infantry divisions, one of the armored division covering breakthrough and exploitation, and two of the corps covering offense and defense. There are three advanced exercises which cover, for example, the infantry division in the counter-attack, the corps in a delaying action, and the armored corps in a counterattack. These exercises are generally in the nature of research in the tactical field in which new armaments and matériel are studied. The other group consists of four exercises which are generally informative in nature and cover the infantry division in mountain operations, the airborne division, the military district and its ground defense, and operations in an exterior theater of operations.

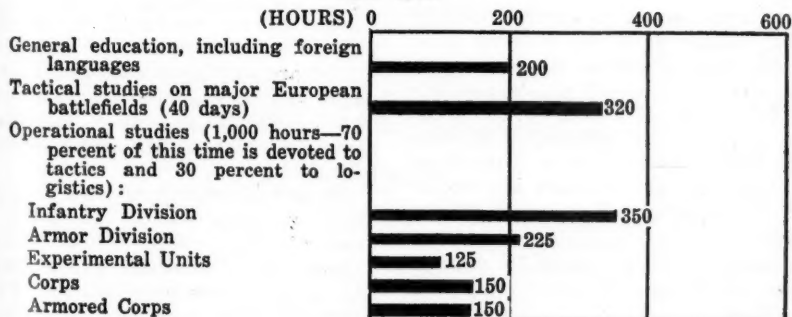
After this cycle the student also attends the Joint Services Advanced Course which lasts 4 months, from September to

SUBJECT SUMMARY STAFF COLLEGE



ADVANCED WAR COLLEGE

First Cycle



Second Cycle

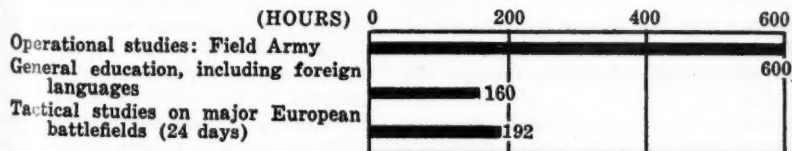


Figure 2.

December. There are nine subjects which are covered and these include the tactical aspects of amphibious landings; the role of the theater of war covering general military strategy; three deal with the theater of operations including ground, naval, and air forces; three are on interservice operations on the army group level; and the final one deals with the possible enemy and poses the problem in an atomic framework.

The second cycle covers 5 months extending from January to June and there are only four exercises in order to permit the students time to reflect on the material they have been taught. One exercise concerns field army rear areas, particularly the logistical aspects of this maneuver under threat of an atomic attack, and covers the G4 activities of the General Staff. A second exercise, offensive in nature, deals with the breaking up of an enemy formation and the exploitation of this in atomic warfare, and covers the G2 and G3 functions of the General Staff. Another exercise deals with covering forces in mountainous terrain for an army in the process of assembling subsequent to offensive action. The final exercise brings into action all the elements of a future war such as atomics, enemy fifth column activities, guerrilla warfare, and the extensive employment of masses of airborne troops.

Finally, when the officer is about 50 years old he may be selected to attend the third phase of the program which is conducted at the National Defense College of Advanced Studies. This selection is based on records and reports.

The commandant of the College personally directs the instruction through the issuance of directives to his staff and instructors. The individual instructors are allowed a great deal of freedom of action in their work. The students are divided into a number of groups and each group retains the same instructor for the dura-

tion of a cycle. Thus an instructor is able to know his students intimately at the end of the year and is able to judge them objectively. The instructors are selected from the various arms and services on the basis of their personal characteristics, military experience, and teaching ability.

Recent Revisions

At the Staff and Advanced War Colleges the work in operational studies is carried out by means of tactical map problems and tactical terrain exercises which are supplemented by discussions, individual assignments, and supervised staff work during which the student occupies a different command or staff post. The theory and principles of war are also studied. Another section deals with the enemy against whom preparations are to be made and what means are available to meet him. Following the map problems the students are taken on a reconnaissance of the terrain to see how their solutions would work. The introduction of the atomic weapon on the battlefield has brought progressive modifications to operational studies and at present atomics are introduced into all exercises. Certain problems are devoted entirely to the effects atomics will play in the tactical and strategic fields.

The field of research covers a profound knowledge of the possible enemy and his modes of action, a knowledge of the new weapons and their effects, and a knowledge of the present major units or of experimental units and their capabilities. This type of work in which the foreign students participate ensures constant revision of the operational studies and tends to make the College a research institution as well as an institution devoted to learning.

Under the general studies field are included the study of history, language, and general education. In history an attempt is made to awaken an interest in the student for the study of military history and

to show him how it may be effectively exploited. It shows how the study of history has permitted the creation of a particular doctrine of war in principal major world powers. Language instruction is given to permit officers to serve effectively on interallied staffs and to enable these officers to round off their military education by the reading of foreign publications.

Since the problems of war cover all the aspects of human existence including the social, psychological, political, scientific, and economic fields it appears necessary to orient the officers along these lines and this is done in the general education field. One branch deals with the influence exerted by the Marxist theories on the Eastern bloc, especially on its military thinking. The French believe military operations are no longer the only influence in the pursuance of war objectives and this is one reason why the general studies field has been instituted.

Since the creation of the College the dominant characteristic of the teaching

has been that of continuity. Such a degree of fidelity to tradition might appear somewhat conservative. This is by no means the case, however, for the teaching has been adapted to circumstances. Care has always been taken to keep it in close harmony with the advances of armament, to keep it abreast of the evolution of the art of war—even to anticipate it—and to correctly orientate it as far as possible.

Whatever the evolution that is followed may be, whatever reforms or modifications may occur in the schools of advanced military education, the efficacy of this instruction will continue to be measured by the ability of the students to adapt rapidly to reality and the development of the flexibility of mind which will permit the adoption of solutions which are effective and reasonable. The list of distinguished graduates indicates that this method has been effective in the past and the emphasis given to modern methods of warfare indicates that it should be just as effective in the future.

Ecole de Guerre

(Belgium)

This article was compiled from material available in the brochure, NOTES ON THE BELGIAN STAFF COLLEGE.—The Editor.

IN HER treaty with Holland in 1839, it was decreed that "Belgium, within her territorial limits, shall form an independent and permanently neutral state, and is required to observe this same neutrality with regard to all other states." This neutrality clearly implied that Belgium was under an obligation to use her military forces, not to repulse an aggressor at all costs, a task which would be beyond her means, but in such a manner as to pre-

vent that aggressor from obtaining any anticipated advantage in his operations against a third party. The mission of the Belgian Army thus was to gain time and to delay an invader.

Down through the years Belgium has attempted to maintain her neutrality during war, but because of her strategic location between the major powers of Europe she has not been able to remain neutral. Instead, the Belgian countryside has become the battlefield for some of the world's major campaigns. Because of this Belgium has been forced to maintain a highly trained military force to delay any advancing enemy until her allies can come

to her aid. The instruction at the Belgian Ecole de Guerre (Staff College) is designed to give the leaders of this army the proper background and training so that they will not be found wanting when and if the need arises.

An unusual feature of the instruction at the Ecole de Guerre is that lessons are given in two languages, French or Dutch. Both are official languages in Belgium and instruction is given to each student in



The main entrance of the Belgian Staff College which was founded in 1870 in Brussels.

his own language, although all students attend rehearsals in their second language.

The College, established in 1870 and located in Brussels, has as its mission the training of officers for General Staff positions for the army, navy, air force, and the *Gendarmerie*, and to spread high military education. As the College offers the highest level of military education in the country, it has to give the students a

background that enables them to fill all staff appointments, from the lowest to the highest.

The period of instruction at the College is 2 years, exclusive of time spent on the entrance examination and the preliminary courses in the branch schools. The student normally enters the College when he is between 28 and 35 years of age and is a captain. The officers of each service follow separately the courses on operations of their own service although several subjects are given in common to the students of the various services. The courses which all officers must take include high conduct of the war, covering military strategy, political warfare, economic warfare, psychological warfare, and social aspects; law, including constitutional and international; political economy; diplomatic history; psychology; lectures on the Belgian Congo, civil defense, and general subjects; foreign languages, including English and German or Russian; geology and military geography; and military history.

Objectives

The objective of the first year of instruction is to give the student some basic instruction and to provide background information for staff officers at division level. For 3 months the students go to courses conducted at the Infantry, Armor, Artillery, Engineer, and Signal Schools. The entrance examination consists of two parts. One part covers general education, military history, map reading, knowledge of English, and elementary knowledge of German or Russian. The second part covers the organization of the division and a knowledge of the field manuals. Between these two parts of the entrance examination the student takes preliminary courses at the branch schools.

The courses for army officers in the Staff College include instruction on staff duty, general tactics, infantry, armor, artillery, engineer, signal corps, intelligence, air

support, and logistics. The courses for air force officers consist of instruction on air tactics, air staff duty, logistics, communications, equipment, and tactics of the ground forces. Between the first and second years, army officers spend 1 month with the air force. There are no naval officers at the College at the present time. The objective of the second year is to prepare students to fulfill all staff appointments and to acquaint them with all aspects of the conduct of war from a military, political, economical, social, and psychological angle. The instruction is also designed to give these students a general education on nonmilitary subjects. The student must also prepare a thesis covering topics such as "A Study on Special Aspects of the Preparation of National Defense."

Before graduation the student must take a final examination which is supervised by a board under the chairmanship of the Chief of the General Staff. The subject matter consists of a map exercise and a presentation of the thesis. The graduate receives a staff brevet and is allowed to wear a special badge.

Method of Instruction

For each branch of instruction there are 2 or 3 specialized instructors and classes number between 10 and 35 students including several from foreign countries. As each lesson is a discussion between the instructor and the students or a practical exercise on the map, lessons are printed and are to be read by the students prior to the class period. The students participate in 4 or 5 large-scale tactical exercises during each school year. These exercises comprise problems on the map and

reconnaissance in the field. All the military branches are involved in these exercises. Lessons on military history are prepared and given by the students. The students generally take instructional tours to include a military history tour in Belgium and neighboring countries; a geographical tour of Germany, the Netherlands, and France; and a trip to the Belgian Congo.

There is a 3-month staff course given at the Ecole de Guerre for junior officers in order to give them background knowledge to serve as staff officers at regimental and battalion level or assistants for higher echelons. In this course they receive some basic instruction on organization, tactics, and training for solving minor staff problems.

Having discovered through bitter experience that she could not maintain her neutrality as she was located on the great international strategic highway of Europe, Belgium was one of the charter members of the Western European Union and when that body became part of NATO she joined also. Belgium was also one of the leaders in the organization of the Council of Europe. With these active commitments in the defense of the free world, Belgium must maintain a highly efficient and trained military force. Not only does she train her military leaders at the Ecole de Guerre, but with her international responsibilities she is sending students to the leading military schools of the Western World preparing them for work on international staffs. The free world can feel assured that with their training the Belgian officers will be well qualified to take their place alongside their comrades in arms when and if the time comes.

Before your men can do the job under the terrible conditions of battle, you must teach them *what* to think about that job, *how* to think about it.

General Williston B. Palmer

Escola de Comando e Estado-Maior (Brazil)

This article was compiled from material by Major Rui Alencar Nogueira in COLETÂNEA, September 1955.—The Editor.

THROUGH the years three major powers have contributed greatly to the development of Brazilian military doctrine. During the early days of Brazilian independence, the influence of the Portuguese Army was still strongly evident although the instruction was accomplished by Brazilian Army officers. To keep abreast of the then modern techniques in warfare it was deemed advisable to seek the assistance of a French Military Mission following World War I. After participation in World War II and because of the development of close ties with the United States in the defense of the Americas, Brazil switched to United States Army techniques.

The beginning of the Brazilian Army Staff College was in 1888 with the reorganization of the military school system and the establishment of the Royal Military School and the Army War College which included courses on the General Staff, artillery, and engineering. However, it was not until 2 October 1905 that the Army General Staff College was actually organized.

Although compulsory military service was instituted by law in 1874, it was not strictly enforced and as a result the ranks were filled mostly by voluntary enlistments. The officer cadre was composed of two main groups—those who had attended the regular military schools, and those who had attained officer rank without this type of educational background. This resulted in a strong feeling of ill will, not only among the officers themselves but against the Army as a whole.

The mission of the Army at that time was the maintenance of law and order rather than the common mission of military force. This was not true, however, in the southern state of Rio Grande do Sul where plans for the defense of the more important cities existed. The state of Rio Grande do Sul, because of its geographic location, was considered as the only theater of operations requiring the attention of those responsible for the security of the country. Because of these general political reasons, the ideas on strategy leaned toward the defense and not even historical examples could change the thinking of the military planners. The study of tactics was restricted to the employment of small units of infantry and cavalry employed in close formations.

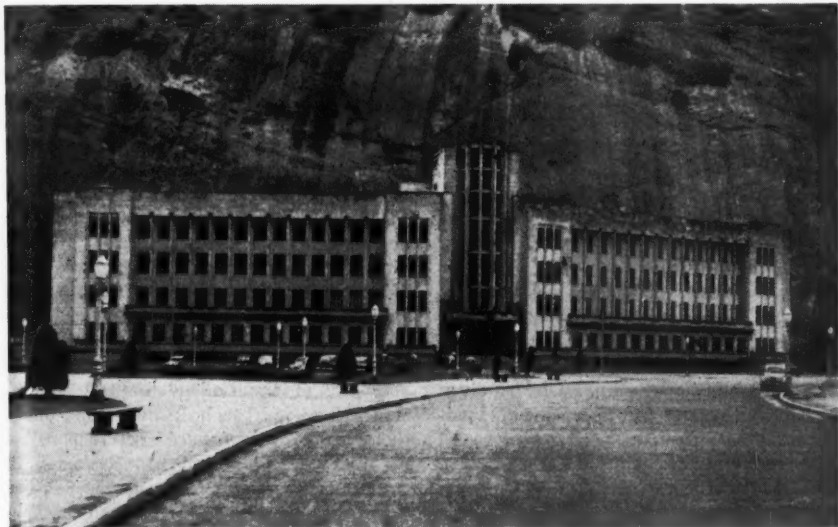
Limited Instruction

In the officer instruction program the study of concrete cases of tactical problems was not used at that time. The reading of specialized material, of military history, the employment of the various branches, and information on new combat means was limited to very few individuals. Only a few of the more advanced officers who had access to foreign texts could visualize the advantages of adopting a new method of teaching but could not find the right moment for its application. One officer attempted to use war games as a method of instruction but he was not too successful. At this time Brazil was still under the influence of Portuguese military doctrine and infantry tactics consisted of changes in formation. The cavalry had very complicated formations with its movements always ending in a daring charge. The artillery and engineering branches were engulfed in algebraic calculations and formulas for the solution of the most

simple problem. In referring to military service, people said that artillery is a science, cavalry an art, and infantry a job.

When the Staff College was organized it was in reality the beginning of a new period of development of an army whose aim was to have a highly efficient officer corps. The curriculum consisted of military geography, applied tactics, fortifications, astronomy, military hygiene, medi-

cine, and military law. The candidate for his branch, and not have been refused admission twice previously. The candidate presented a written request of his desire to enter the College to his commanding officer in September of the preceding year. The applicant's commanding officer forwarded the request to the College including his ratings on the candidate's aptitude for command, intelligence, military spirit, discipline, character,



The main building of the Brazilian Staff College is located in a picturesque area with a beautiful beach in the foreground and famous Sugarloaf Mountain to the rear.

cal services, English, and German. It was also intended to give a practical aspect to the studies by occasionally taking the student out of the classroom in order to participate in terrain exercises.

Entrance Requirements

The requirements for admission to the College were established in 1906 and are still in effect today with little change. These stated in effect that the officer would be either a first lieutenant or captain, have credit for his branch school, have 2 years of service with a corps of

judgment, military posture, and neatness. The candidate was required to take three written examinations extending over a 3-day period: the first examination covered the candidate's branch, the second administration, and the third a tactical problem.

The first changes in the new school system took place in 1909 when Marshal Hermes, Minister of War of Brazil, introduced additional material to the curriculum and a third period was added.

The first two periods included 9 months each of schooling and the final one 6

months with the last month of each of these periods reserved for examinations. The new material covered applied tactics, strategy, and logistics; the organization of the South American armies; the study of railroads, signal communications, and balloons, all from the military viewpoint; all subjects related to fortifications and armaments used by the Brazilian Army and its neighbors; all instruction on astronomy was standardized and merged with that of trigonometry; military hygiene and medical services in the army; and study of geodesy became more specific; and the subjects of international law and political economy were introduced. Riding instruction was given throughout the course. The study of German and French was mandatory while English was an elective. More objectivity was put into the instruction and the study of strategy, military history, and geography of America was emphasized. War games were introduced in 1910 and highlighted the need of increasing practical instruction in the third period of schooling.

In 1913 additional emphasis was given to war games and the importance of administration and discipline was stressed. Military administration and logistics were added and astronomy deleted from the curriculum. A system of grading the students was inaugurated 2 years later and the third period was to be used for the practical application of the work taught during the first two; for the first time the students were to be given homework to prepare.

World War I Changes

The advent of World War I brought additional changes to the College. Early in 1916 the guest speaker program was started; greater interest was shown in war games; tactical movement of troops, selection of observation points, and offensive and defensive terrain studies were emphasized; and tactical problems for small units and 2-sided tactical problems

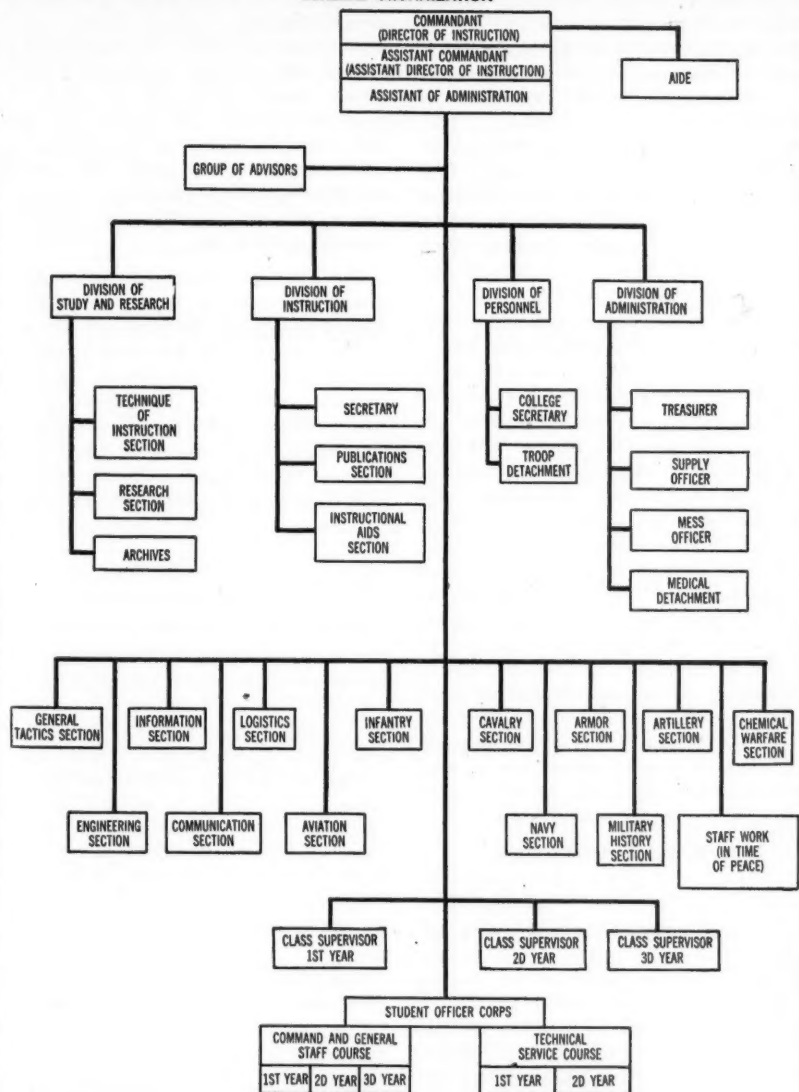
were added. This instruction was aimed principally at the lower echelons because they could be instructed more profitably on the terrain. This teaching was not included in the fundamental doctrine of the College but there was no intermediate school which could present this type of instruction.

When Brazil declared war on Germany in World War I, the College was closed and was not reopened until 1920, when it was felt that more could be gained by having instructors who had had experience in the campaigns of World War I. Consequently, it was arranged with the French Government to send a Military Mission to Brazil under the command of Brigadier General Emile Gamelin. In his opening remarks General Gamelin pointed out that not all the instruction was to be confined to books but that the "concrete method" would be used to teach the students the art of war. The work of the French Mission can be divided into three phases. During their first phase the French officers were in charge of all the activities of the College and all the instructors were French. In the second phase the French officers were still responsible for the curriculum but were assisted in the instruction by Brazilian officers. The third phase saw the Brazilian officers taking over all the instruction and all the other work with the French officers eventually serving only in advisory capacities.

As the College became strictly a tactical instructional institution, the scientific side of the curriculum was eliminated which permitted additional time to be spent on the solution of war problems. The curriculum then included topography, infantry and cavalry tactics, general tactics, field staff work, map reading, strategy, military history, aviation, engineering, communications, military geography, Spanish, and French. Through map and terrain exercises war games were given additional attention. In 1921, with the increased emphasis on the College, it was

COMMAND AND GENERAL STAFF COLLEGE

GENERAL ORGANIZATION



decided to move from Praça da República to Andaraí in Rio de Janeiro.

The opening of an Advanced Branch School was of great help as it was responsible for the revision of all material referring to the employment of lower echelons and prepared all its graduates for command on the regimental level.

Other innovations at the College included conferences on naval tactics, driving lessons, and flying lessons. Command post exercises were conducted in the southern part of the country, training films were shown, and demonstrations were presented by the various branches of the services. The new program of instruction included aviation war games, river crossings, sea transportation, lectures on chemical warfare, and a command post exercise on the employment of an air division.

In 1940 the Brazilian officers took over the operation of the College and the contract with the French Government was not renewed. An Information Course at the Staff College was also created which would keep former graduates abreast of the latest military teachings, especially on the new concepts of command and leadership. At this time the College moved to its new buildings in Praia Vermelha and a preparatory course was started for those who desired to enter. Students from the armies of the other South American countries were invited to attend the courses and instruction was made available to the Medical and Quartermaster Corps.

World War II Modifications

Following the active participation of Brazil in World War II, changes were deemed necessary in the army and the College. The preparation of new field manuals to replace those of the French Mission were required due to the use of new armaments, standardization of doctrine and procedure, the close cooperation maintained with the United States, and the responsibilities assumed through military treaties.

The curriculum of the College was revised and among those subjects added were courses on staff teamwork and services, armor, logistics, special staffs, and an instructor's course for the orientation and preparation of new instructors. In the 3-year course increased emphasis was given to ground, air, and naval operations, the planning of amphibious and airborne operations, jungle, city, and desert fighting, river crossings, the use of armor, and the logistical support of all operational activities.

The numerous courses attended by the instructors in allied countries, notably the United States and France, and the visits of the various commandants to military schools in the United States, have contributed greatly to the improvement of the Brazilian Staff College. Set doctrines are avoided and students are permitted freedom of imagination in the discussion and solution of problems to add realism to the instruction.

Name Changed

By an Executive Act dated 25 February 1955 the name of the institution was changed to Command and General Staff College and two courses were established—one for command and general staff and the other for the technical services. To cover the categories of subjects in the curriculum the act established the Divisions of Personnel, Study and Research, Instruction, and Administration. A Class Supervisor has been added and he is the deputy of the commandant in the supervision of teaching and in all matters which pertain to the personal conduct of the student.

The Division of Study and Research has permitted the College to improve research on its doctrine and methods of teaching and keeps all officers abreast of any new developments. This department coordinates the study and research of new military subjects and maintains close liaison

with the various military schools in both Brazil and the allied countries.

With the increased importance of South America in the world's strategic picture, the need of well-trained military forces in this area for defensive purposes becomes more evident. Brazil, as the largest country in this continent, definitely is sharing the burden of the Western Nations in their fight to maintain freedom. Brazil has signed a military assistance agreement with the United States and since World War II has followed United

States military teaching closely. The Staff College is patterned after the Command and General Staff College at Fort Leavenworth and annually Brazil sends students to military schools in the United States to keep abreast of the latest military teachings and doctrine. The 60 officers who graduate annually from the Brazilian Staff College are given the best training possible to enable them to take their place in the development of an army which will help ensure the freedom of their country if the test comes.

Escuela Superior de Guerra (Peru)

This article was compiled from material available in CINCUENTENARIO DE LA ESCUELA SUPERIOR DE GUERRA DEL PERU, 1904-23 de Enero-1954.—The Editor.

ANOTHER important link in the defense and solidarity of the Americas is Peru whose War College recently celebrated its 50th Anniversary. While called War College, the level of instruction at the school approximates that of the Command and General Staff College and the Army War College of the United States. From its opening in 1904 almost without exception the College was under the direction of French officers until 1939 when they had to return to France. It was during World War II that Peru, because of her strong pan-American feeling, turned to the United States for assistance in training her military personnel. Several commandants of the College and many of its instructors are graduates of the United States Command and General Staff College.

The mission of the College is generally to prepare officers to perform staff functions of the light division and larger units, in the theater of operations, and on the

General Staff of the Army; to prepare officers in the grade of lieutenant colonel in the arms to serve as commanders of large tactical units; to prepare service officers to work in conjunction with the staffs; to prepare navy and air force officers for interservice operations; and to prepare Reserve officers for staff duty.

The Peruvian Army was reorganized in 1898 by the French Military Mission and when the College was established its commandant was a member of this mission. One of the early tasks of the War College was the formulation of doctrine for this new army.

Since its opening, entrance has been through competitive examination between army officers in the grade of lieutenant, captain, and major. In the early classes age was not considered, but today there is a limit of 37 years for combat arms officers and 40 for service officers. Another requirement is that the candidate must show physical aptitude, professional capacity, and moral integrity.

The examinations have been of two types, oral and written. In 1904 the written examination covered arithmetic, algebra, geometry, mechanics, Peruvian ge-

ography, tactical regulations, and firing regulations. All classes have been required to take an examination on tactics applied to a small combat team and Peruvian his-

eral military history. An examination on psychology and logic is included in all recent tests. Another favorite subject was topography which only varied in the type



The Peruvian War College, which only recently celebrated its 50th year of service to its country, is now located in a beautiful new building in the capital city of Lima.

tory and geography. Other examinations, from time to time, have covered such subjects as South American geography, American and European geography, and gen-

of work required of the student. With the improvement in mapping the test now determines the officer's capacity to read a map and to analyze the terrain features.

An oral language examination, either in English or French, is given but it is no longer included in the final grade.

A test of physical skill has been given to all classes and this has generally consisted of a knowledge of horsemanship. Today, it includes other athletic tests which the candidate must pass before he can enter the College but the score is not included in the final total. There is also a psychological test administered to the candidate to determine if he has a mental background sufficient to enable him to complete the course.

Early Instruction

A great deal of the early instruction was devoted to terrain exercises in order to give the students a practical as well as a theoretical education. Prior to World War I the influence of Ferdinand Foch, Marshal of France, was apparent in the instruction as former instructors of the Advanced War College in Paris were assigned to Peru. When World War I came along, the French commandant returned home and a Peruvian officer took over.

The College was anxious to keep abreast of the new doctrines of World War I, and at the end of this war a member of the French Military Mission was again named commandant. Much time was spent on tactics employed in this war and the scope of the College was broadened by teaching staff procedure in the same manner in which it was taught at the Advanced War College of France. During this period several Peruvian officers who were graduates of the French College were assigned as instructors.

With the advent of World War II the French Military Mission was recalled and a Peruvian became commandant. Because of her close ties with the United States during this war and their mutual cooperation in the strategic defense of the Western Hemisphere, Peru became closely aligned militarily with the United States.

Peru's military officers are being sent to the various military schools in the United States, including the Command and General Staff College. Several of the recent commandants and many of the instructors are graduates of the United States Army's senior tactical school.

The length of the College course has varied between 2 and 3 years and is presently a 2-year course. The curriculum of the early classes included applied tactics, infantry, artillery, cavalry, organization and legislation, administration, military history, geography, topography, and fortification. A little later applied science which included such subjects as algebra, geometry, analytical geometry, trigonometry, and mechanics was added. The first year was one of application of the tactical principles which the student had acquired previously. The student was introduced to staff work, both in time of war and peace, during the second year. Classes on the tactics and weapons of foreign armies as well as a background of German and French infantry were introduced during this period. Military history included the study of the Civil War and other wars at the end of the nineteenth century. A course in naval tactics was also included.

Curriculum Development

As time went on the curriculum was expanded to include geopolitics in order to keep the students abreast of what was happening throughout the world. The service branches were not studied separately but became an integral part of the staff course. The study of railroads and ocean transportation was also added to the curriculum. In 1920 the study of military aviation, coast defense, and mobilization was added. In general tactics, combat in mountainous countries and night operations were emphasized and at this time the operation of the division staff was also introduced to the program.

Early in the 1930's the tactics of the

light division, a new element of the Peruvian Army, was integrated into the schedule, particularly in regard to operations in mountainous terrain. The operations of the army division in all phases, both offensive and defensive, were also included at this time. Staff instruction covered the functioning of the light division staff. Economic mobilization was also studied at this time and naval operations became an integral part of the program.

Following World War II the study of armored and cavalry divisions was added to the schedule. With the increased importance of airborne operations, instruction in the employment of these forces was also included. The organization and operation of a field army as well as the operation of the communications zone has been added

to the course. In recent years emphasis at the College has been shifted from command to staff training, particularly in logistics.

In solidifying the defensive alignment of the nations of the Americas, Peru has opened her military schools to Venezuelans and this has resulted in the most cordial relations between the governments and armed forces of the two countries. In addition naval and air force officers of Peru also attend classes at the College, thus preparing these individuals to work together as a team in analyzing the problems of war. It is evident that Peru is well prepared to take her stand alongside the other freedom-loving nations of the Americas in their defense of the democratic way of life if the need should arise.

When we are at war, the Nation unites and every mature citizen stands ready to respond to the call of duty. No sacrifice, even that of life itself, seems too great. Yet, when there is peace, men often think that it is sufficient to turn the task over to a few professionals and to hope, and perhaps to pray, that they will succeed. I do not minimize the value of those hopes and particularly of those prayers. They powerfully sustain those who carry heavy burdens. But in every country there is desperate need for greater willingness to make the national sacrifices which may be required for peace.

There will never be permanent peace so long as men and nations reserve for war their greatest effort, their most sacrificial endeavor.

* * * * *

This struggle for peace cannot be won by pacifism or by neutralism or by weakness. These methods have been tried and they have failed. Aggression is deterred only by an evident will and capacity to fight for rights more precious than is a debasing peace.

But, also, peace cannot be won by truculence or by intolerance, without or within. Peace has to be planned as a campaign in which many factors are weighed. It is a campaign in which it may be necessary to strive even when success may be improbable, and to accept occasional reverses. Indeed, to deter war and to save peace we may have to be ready to fight, if need be, and to have the resources and the allies to assure that an aggressor would surely be defeated.

Secretary of State John Foster Dulles

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Proposed New Academic Building

The new academic building planned for the Command and General Staff College will stand on historic Arsenal Hill, overlooking the Missouri River from the heights of the west bank. Within its exterior of functional contemporary design in harmony with the existing Fort Leavenworth architecture, the new structure will provide class facilities for 1,200 students as well as office and work spaces for all elements of the staff and faculty. The efficient arrangement of the 24 classrooms, 10 blocks of faculty offices, auditorium, briefing room, library and administrative service areas will provide the College, for the first time in its 75 years of existence, with instructional facilities suited to its important function in our national defense.



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